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ABSTRACT

Inappropriate social skills exhibited early in elementary school can interfere with cooperative group work, completion of academic tasks on time, and academic growth. This action research project evaluated the impact of a program for improving social behavior in a cooperative group setting to reduce inappropriate interactions and increase positive social behaviors among peers in first and second grade classrooms. Participating in the study were students in one first grade and two second grade classrooms in ethnically diverse suburbs or neighborhoods of a major Midwestern city. The problem of inappropriate social behavior was documented by means of teacher completion of a social skill rating scale and student interviews and surveys for 12 students in each of the classrooms. The 16-week intervention was comprised of a combination of a cognitive problem-solving program (I Can Problem Solve) and a multiple-component program involving academic instruction, social skill instruction, and student reflection. The focus of the intervention was to increase encouragement, communication, and helping behavior. The effectiveness of the intervention was assessed by comparing pre- and post- intervention teacher ratings of social skills, student responses on interviews and surveys, and observations of student behavior throughout the intervention. Findings indicated that prosocial behaviors within cooperative groups increased and negative social behaviors within cooperative groups decreased. Students were able to solve problems and communicate with their peers more effectively. (Seventeen appendices include the raw data, data tabulations, sample instructional materials, lesson plans, and data collection instruments. Contains 26 references.) (KB)

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ENABLING COOPERATIVE LEARNING THROUGH SOCIAL SKILLS INSTRUCTION: A FIRST AND SECOND GRADE STUDY

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This Paper is Dedicated to Those who Provided
unconditional love
comfort
and relaxation therapy
throughout its development

Tasha and Bridget
(and Adam, of course)
-kba-

Andrew
and all his loving babysitters
-vsp-

Riley and Guido
Mary
-kly-

Abstract

This report describes a program for improving social behaviors in a cooperative group setting in order to reduce inappropriate interactions and increase positive social behaviors among peers. The targeted population consists of students in three sites. The first two sites are second grade classrooms in an ethnically diverse suburb of a major Midwestern city. The second site is a first grade classroom in an ethnically diverse neighborhood of a major Midwestern city. The problem of inappropriate social behaviors was documented through a social skill rating scale, and student interviews and surveys.

An analysis of probable cause data revealed that students lack the appropriate prosocial skills necessary for a cooperative group setting. Students were unable to communicate effectively or solve problems. The researchers collected data on this behavior through observation sheets, student reflections, and student ratings of cooperative group behaviors.

After reviewing solution strategies recommended by research and knowledgeable others, and analyzing the problem context, the primary investigators selected two major categories of intervention. They then selected and implemented appropriate teaching materials, strategies and learning activities to remediate the lack of specific social skills as appropriate.

An analysis of post intervention data revealed that prosocial behaviors within cooperative groups increased and negative social skills within cooperative groups decreased. Students were able to solve problems and communicate with their peers more effectively.

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CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

The targeted first and second grade students exhibit inappropriate social behaviors that interfere with cooperative group work, completion of academic tasks on time, and academic growth. Social skills directly taught are not being transferred to varied classroom settings. The problem is evident in teacher anecdotal records, parent-teacher conference notes, classroom discipline records and student products and assessments.

Study Parameters

The following study was conducted in three sites. Sites A and B are second grade classrooms. They are located in separate buildings in the same school district in the suburbs of a major mid-western city. Site C is a first grade classroom in a parochial school in that major city.

Immediate Problem Context

Site A Classroom Description

There are 25 students in the second grade classroom. The classroom at Site A has one regular education teacher. A special education program assistant is present in the room all day to assist students with Individual Education Plans (IEPs). At the beginning of the school year, Site A's classroom had 21 students. The mobility rate in the classroom is consistent with the school's

mobility rate of 17% (School Report Card, 1997). The racial make-up consists of 18 Caucasians, five Hispanics, and two Blacks. Nine of the students come from a low socio-economic background that qualifies them for free or reduced-price lunches through a federal program.

District policy dictates that all students spend most of their day in a regular classroom setting. The classroom at Site A has two clusters of students that receive daily services: Special Education students and Limited English Proficiency students (LEP). Three students receive special education services in small groups from either the assistant or special education teacher for 45 minutes a day. Five Hispanic students receive bilingual language arts instruction in another classroom for one hour each day.

Nine other students are pulled out for a half-hour twice a week and are given instruction in a small group by the reading specialist through the federal Title I program. Physical education, music and art are also provided for all students by special area teachers, for a total of 55 minutes each subject area per week.

Site B Classroom Description

Site B is a second grade classroom with 23 students with one full time teacher. A special education program assistant is present in the room in the morning to assist two students with IEPs. A different special education assistant is present in the afternoon. Classroom mobility is consistent with the school mobility rate of 29.1%, which is more than twice the district average of 11.3%(School Report Card B, 1997).

The class consists of nine White students, three Black students, one biracial student, six Hispanic students, and four students from India, Pakistan or the Philippines, who are considered

Asian/Pacific Islanders. First languages of students include Spanish, Zulu, Urdu, Yoruba, Papango, Hindi, and Gujarati in addition to English.

Five of the Hispanic students are taught in a Spanish language arts and math program for three hours each morning while three other students are pulled out of the class each afternoon for 30 minutes of ESL services. One-half hour each morning an ESL program assistant is present in the classroom to assist LEP students and a certified bilingual teacher assists for another half-hour each afternoon. Two Learning Disabled students receive full time assistance from special education personnel and are pulled out of the room for specialized reading and spelling instruction for forty minutes each morning. Four students are in the consultation process prior to testing for Special Education services. Six students receive Title I reading assistance as a small group for one hour per week. All students receive 55 minutes per week of Music, Art, and Physical Education outside the classroom, taught by special area teachers.

Site C Classroom Description

Site C is a first grade classroom in a parochial school located in a culturally diverse neighborhood of a major metropolitan city. There were 21 students at the beginning of the school year. During the intervention period there were 27 students due to a concerted effort to increase enrollment. This rapid increase in enrollment is typical of the school, as families typically change from public to parochial schools during the first months of the school year. The percentage of overall mobility is 14%.

The racial and ethnic make-up of the class is 22 Hispanic and five White students. Six of the Hispanic students speak limited English. Eight students come from families who speak limited or no English. Seventeen students qualified for the free or reduced federal lunch program. No

students in this classroom are currently pulled out for any special services. However, the principal is currently attempting to organize an ESL program staffed by parent volunteers. The classroom at site C has one regular education teacher who teaches a full curriculum, including religion. Special classes consist of art, music, physical education, gardening, computer and library. Each subject is taught for a half-hour per week by resource staff.

Site A School Description

The total enrollment at Site A is 557 preschool through fifth grade students. There are 3,717 students enrolled in the district. This figure includes five elementary schools and two middle schools. Site A has the highest enrollment of the five elementary buildings. Table 1 shows the racial and ethnic background of the total enrollment (School Report Card, 1997). Site A has a lower percentage of White students than the district average, with a higher population of Hispanic and Asian/Pacific Island students.

Table 1

Ethnicity Data for Sites A and B as Compared to the District and State

Location	White	Black	Hispanic	Asian / Pacific Islander	Total Enrollment
Site A	69.8%	3.8%	18%	8.4%	557
Site B	46.6%	13.0%	30.5%	9.9%	223
District	79.2%	4.1%	11.9%	4.8%	3,717
State	63.3%	20.6%	12.8%	3.1%	1,931,871

The staff of Site A consists of 26 classroom teachers, four special education teachers, 16 teacher assistants, three special area instructors, one reading specialist, two bilingual instructors, two ESL assistants, one library/ learning center assistant, a principal and an assistant principal. The assistant principal heads the library/ learning center department. The psychologist, speech teacher, and three social workers serving Site A also serve other buildings throughout the district.

There are two classes of preschool at-risk students and two classes of special education preschool, which are federally subsidized. Classes include four sections of kindergarten, four first grades, four second grades, three third grades, three fourth grades and four fifth grade rooms. The average class sizes are 23.3 in kindergarten, 25.0 in first grade, and 23.7 in third grade. Averages are not published for second grade (School Report Card, 1997).

The attendance rate for the school is 95.2%. This figure is slightly lower than the district's rate, but higher than the state's average attendance rate. The student mobility rate is 17.0%, which is 1.4% less than the state, but 5.7% greater than the district average (Table 2). Site A has six chronic truants, and Site B has four. This accounts for 76% of the chronic truants in the district (School Report Card, 1997).

Table 2

Attendance Data for Sites A, B as Compared to District and State

Location	Attendance	Student Mobility	Chronic Truancy	Chronic Truants
Site A	95.2%	17.0%	1.8%	6
Site B	94.6%	29.1%	1.8%	4
District	95.7%	11.3%	0.4%	13
State	93.8%	18.4%	2.3%	42,546

Site A has a variety of school based programs. Students in the fourth and fifth grades are offered band and orchestra lessons. Materials and programs purchased with grant monies are used to challenge gifted students. Extracurricular programs include Student Council, Girl Scouts and Boy Scouts, Parent Teacher Association (PTA), Drug Abuse Resistance Education (DARE) for intermediate grades, and Campfire safety education for primary grades.

Other programs established by the administrators and staff fulfill school improvement goals. They include a technology night for parents and students where parents become familiar with the updated technology and how it is implemented in the classrooms. Another evening is designated as an "open house." Students and parents view projects and accomplishments of students from each grade level. Community-based reading incentive programs are also used to increase reading scores on standardized tests and curriculum based assessments.

Several factors make Site A unique. Extensive collaboration and planning exists to correlate the content areas in the Spanish and English curricula. Site A was the first elementary school in the district to have a computer lab of fifteen new Power Macs connected to the Internet.

Technology grants and PTA funds afforded Site A several computers in the labs and in the classrooms. Each classroom has a new computer. Site A was the first school in the district to install Internet capability and wiring. Connection to the Internet from classroom computers is fully functional.

Another factor making Site A unique in the district is a streamlined curriculum. A project initiated by the assistant principal has given students a more qualitative education by eliminating repetition of theme units across grade levels and creating new theme units. For instance, second grade has become the only grade to teach an ocean unit, and other grades have chosen new themes to replace their ocean studies.

Site B School Description

Site B is a primary grade (K-2) building in an unincorporated suburban area outside of a prominent mid-western city. It has a total enrollment of 223. It is part of the same elementary district as Site A. This is the smallest school and the only exclusively primary building in the district. It is located .8 mile from its associated intermediate (grades 3-5) school. Site B has a significant percentage of low-income students, with 34.1% of students qualifying for free or reduced price lunches (School Report Card B, 1997).

As reported in Table 1, White students are in the minority at site B with a combined population of 53.4% nonwhites, the highest in the district. It also has the highest percentage of Asian/Pacific Islanders in the district and more than twice the state average percentage of Hispanic students. Limited-English-Proficient students comprise 25.6% of the student body (School Report Card B, 1997).

Site B incorporates four sections of combined at-risk and special education preschool, which meet half-days twice a week with a total attendance of 51 students. These students are not counted in the total enrollment figures given in Table 1. Three sections of half-day kindergarten, three first grade classes and three second grade classes complete the student body. Although they are not considered home rooms, there are two separate Spanish language arts and supplemental math programs taught half-days in the morning, with ESL support services offered for all LEP students throughout the day. These programs are separated by grade level. The bilingual program assistant provides in-class assistance in six classrooms to Spanish-speaking and other-language LEP students not included in the Spanish Language Arts program. These students are also grouped by fluency for various instructional interventions ranging from writer's workshop to basic English vocabulary skills. These groups meet each afternoon for 30 minutes to one hour.

Site B employs seven regular classroom teachers, two half-time teachers, one Special Education teacher, two Bilingual Spanish teachers, five Special Education program assistants, and one ESL program assistant. Three of the seven classroom teachers are currently engaged in Master's degree programs, and two have their Master's degrees. The reading specialist, speech therapist, social worker, occupational therapist, physical therapist and psychologist travel between buildings or are contract employees from outside the district. A federally funded preschool program for at-risk students employs two teachers and three assistants, as well as support personnel. Two student teachers were active in the building during the research period, one of them in the targeted classroom.

Average class sizes are 21.0 for Kindergarten and 28.7 for first grade. District averages are 22.9 for kindergarten and 24.9 for first grade (School Report Card B, 1997). Figures are not

published second grade. Creation of a fourth section of first grade has been approved, but not implemented because of lack of space. Current construction of two classrooms and a conference room is severely behind schedule, and the resulting lack of space impacts all programs and students at Site B.

Site B has a combined library/LRC/computer lab with Internet access, which is staffed by the assistant principal, a library assistant, and parent volunteers. First and second grade students typically have computer access in the lab for 30 minutes per week in addition to computer use in the classrooms. All classrooms have computers, and wiring is in place for Internet and phone access to all rooms.

Students at Site B have access to Girl Scouts and Cub Scout troops as well as a variety of park district athletic and artistic instruction programs. Over three quarters of the students live in the unincorporated area and do not have access to public libraries without paying an $80 annual fee, which is prohibitively high for most families.

Site B is unique because it faces language barriers on a much larger scale than the rest of the district. The teachers in this building are tightly knit and consider themselves proactive problem solvers both in this regard and others. They frequently meet to discuss instructional strategies and brainstorm methods of solving new problems they face. They spend extra time at school after hours and have a higher than district average rate of parent contact (School Report Card B, 1997). All six first and second grade teachers were involved as volunteers in the school's experimental summer reading and science program in 1997 and the summer field trip program in 1998. Both programs were funded by district grants.

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A local church group operates a tutoring and learning center on Tuesday nights in their nearby facility as well as a family ESL service for parents and children in the school building on Thursday evenings. Three classroom teachers volunteer in the program. Both of these programs are heavily patronized by families from Site B. Gifted enrichment programs funded by internal district grants are available twice a week and various types of family support and education groups meet weekly for parents of preschoolers.

The school offers periodic Family Reading Nights, Curriculum Night/Meet-the-Teacher, a spring musical Open House combined with a book fair and student art show, and a talent show/ice cream social each year. In all of the past three years, teachers and the reading specialist have volunteered their time to produce a parents' night to give homework tips and study strategies to parents of students receiving Title I reading support.

Site C School Description

Enrollment at site C is tuition based. Families pay between $2,100 and $3,450 depending on the number of children enrolled per family and the number of volunteer hours contributed to the school. Tuition is decreased when a family contributes a total of 12 volunteer hours. Total enrollment for the school in the 1997-98 school year was 222. At the beginning of the 1998-99 school year the enrollment was 152 students. The principal, in conjunction with the school board and parish council, initiated incentives to increase enrollment. This included monetary compensation for new families, monetary compensation for returning families when they brought in a new family, and door to door canvassing to promote the school. This enrollment is lower than similar schools within the Archdiocese, which covers the entire metropolitan and part

of the suburban area (Shareholder's Report, 1998-99). Table 3 shows the racial and ethnic breakdown of the school compared to the Archdiocese and public schools in the state.

Table 3

Ethnicity Data for Site C as Compared to District and State

Location	White -	Black	Hispanic	Asian / Pacific Islander	Native American
School	25%	0%	74%	1%	0%
Archdiocese	63%	16%	15%	4%	.13%
State	63.3%	20.6%	12.8%	3.1%	0.1%

As the table shows, the school has a larger percentage of Hispanic students than both the district and the state. There are also far fewer Caucasian students than the Archdiocese and state averages (Shareholder's Report, 1998-99). State averages are reported for public schools only.

There are 14 teachers in the school. Nine teachers are full-time, regular classroom teachers. There are two part-time teachers. One part-time teacher teaches a pre-camp program for 3 year olds and organizes the after school-care program. The second part-time teacher is in charge of library and computer classes. The physical education instructor and the music/art instructor are contracted through a separate company. The assistant principal is also the fourth grade teacher. There is one custodian, and one secretary. The principal is new to the school.

The school has one section of each class from pre-camp (three and four years old) to eighth grade. This is typical of parochial schools within the Archdiocese. The student teacher ratio is 13.9 with class sizes ranging from 18-31 students.

The average experience among teachers is 16 years. Teaching experience ranges from first year teachers to a veteran of 50 years. This researcher is currently the only person undertaking an advanced degree. All other teachers have their bachelor's degree. The average salary is $29,472 per year. Approximately eighty percent of the school's budget is spent on teacher salaries.

There is a 97% average daily attendance rate for students and a 99% average daily attendance rate for teachers. This is slightly higher than the district's average daily attendance rates of 95% for students and 97% for teachers (Shareholder's Report, 1998-99).

Thirty-two percent of the students are on the free federal lunch program. Twenty-two percent are on the reduced price federal lunch program. Three percent of the students receive tuition assistance from business donations to the archdiocese. Disbursement is based on financial need. Several scholarships are also available to students by application to the Archdiocese.

There are no services available within the school for special needs students. One student attends the local public school for special education services related to a learning disability. Summer school is not offered at Site C every year, but is always available within the Vicariate. Teacher participation in summer school is on a volunteer basis.

Programs available through the school include: Girl Scouts and Boy Scouts, before and after school care, Sunshine Club, basketball team, volleyball, and Student Council. Teachers also volunteer after school to lead Spanish, tutoring, drama, arts and crafts, and ESL programs. There is also an active Mother's Club, which is similar to a Parent Teacher Association. Yearly events in the school include a Haunted House in October, a Christmas Concert, Mardi Gras, Spring Concert, Educational Fair with varying themes, Catholic Schools Week and Fall Festival. There

are also two Technology Nights throughout the year. A new program this year is a 2-hour per day English program for parents.

Community involvement includes Drug Abuse Resistance Education for fifth grade. The neighborhood branch of the city library visits every two months to share program information, provide applications for library cards, and encourage library use. The first Monday of each month the parish senior citizens hold a meeting in the school hall, but there is no organized interaction with the students.

The school is connected to a church and a convent. The school's funds are subsidized by the attached church and the Archdiocese. Average expenditure per student is $2,102, which is considerably lower than the amount spent by public schools in the state (Shareholder's Report, 1998-99).

There is one computer lab consisting of 16 Apple IIe computers. Each classroom is equipped with a computer, most of which are more up to date than those in the lab. They are of varying makes and models which makes it difficult for teachers to share software. Fund raising events throughout the year are held to support and increase the number of computers and software. The school is also involved in various national programs such as AT&T Learning Points, and Campbell's Labels for Kids. It is expected that the school will have Internet capability for one computer within two years.

Parents are an integral part of the school. Ninety-nine percent of the parents contact or are contacted by their child's teacher. Parents are given a tuition discount for twelve hours of volunteer time in the school and 63% of the parents take advantage of this program.

The Surrounding Community

Sites A and B District Description

There are five elementary schools and two middle schools in the district. The superintendent has been in the district for three years with a salary of $120,000 per year.

The educational background of the district's teachers is 58.2% with a bachelor's degree. 41.8% have a master's and above. State figures are 54.2% and 45.6% respectively. The district does not subsidize or contribute any tuition toward any classwork that can be counted toward an advanced degree, which may explain why the percentage of teachers with master's degrees is lower than the state average.

District teacher's salaries in 1996-97 averaged over $1,400 less than the state average of $42,429. In 1995-96 this district spent approximately $400 less per pupil than the state average of $6,158. The District's pupil-teacher ratio is 20.2:1 with Art, Music and Physical Education teachers factored in (School Report Card A, B, 1997).

The racial/ethnic background of teachers in the district is 96.8% White, 0.5% Black, 1.8% Hispanic, 0.9% Asian/P. Islander and 0.0% Native American. There are a total of 219 teachers and administrators employed in the school district. Males constitute 12.3% and females 87.8% of teachers in the district (School Report Card A, B, 1997).

The district has seen a rapid change in the number of LEP students. In the 1985-86 school year, 2% of the population received ESL services. In the 1991-92 school year, 3.8% received services and in 1997-98, 10% received ESL services. The total number of LEP students in the district who receive ESL services has grown from 65 to 367 in 12 years (District Historical Data: 10-20-97).

District-wide meetings for all teachers of the same grade level occur once per month, and curriculum advisory committees exist for each curriculum area, also meeting once per month. Each committee is currently writing district-wide curriculum guidelines to align with new state standards.

Site C District Description

The Archdiocese covers all of the metropolitan area and most of the suburbs. The figures reported here are for the metropolitan area. There is no published data for the Vicariates, which are smaller district-level groupings within the Archdiocese. There are 275 elementary and 47 secondary schools. Total enrollment is 100,566 in the elementary schools and 33,023 in the secondary schools. Entrance to secondary schools is obtained through a rigorous testing and interview procedure.

There are four pre-kindergarten through 8th grade schools in Site C's Vicariate. The head of the school's vicariate is a bishop who is not trained in education. It is the general assumption that the principals, as trained educators, will work together for the benefit of the schools. In addition, a school board exists for each school consisting of parish members and parents of students. The school board's job is to approve the allocation of funds subject to a final approval by the parish priest.

Although the principals of the four schools meet each month, there is little dialog between schools. There are no grade-level meetings or curriculum articulation between schools. Curriculum in the Archdiocese is usually textbook-based with each school choosing it's own curriculum and texts, therefore there is no standard curriculum throughout the Archdiocese, although all use the same standardized test.

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Average cost for students to attend elementary schools in the Archdiocese is $1,539.00 per year. This is subsidized by fund-raising events and grants from the Archdiocese and local parishes. Average expenditure per student is $2,319.00. This is low compared to the state expenditure of $6,158.00, however there are also fewer faculty and support staff. For example, only 7% of schools in the archdiocese have a full time learning disability teacher and only 15% have a part time learning disability teacher.

Staff development is at the principal's discretion. The Archdiocese does make some staff development opportunities available to all schools during the school year, as well as opportunities for individual teachers to attend summer workshops. The only mandatory staff development is two inservices of religious education per year.

Sites A & B Community Description

The district serves children from two western suburban areas. One of these suburbs has a population of 39,408. The majority of residents are between the ages of 25 and 44. Just over 63% of the population is between the ages of 18 and 65, with a median age of 33.3. From 1990 to 1995 there has been a 4% increase in the population. Projections indicate a possible population increase of 13% by the year 2010. The average household income was $55,591 in 1994. The median value for a home was $118,000 in 1990 (Chamber of Commerce). The community has 1,100 businesses, 75% of which are small businesses. All of the tax dollars earmarked for education in this suburb go to the school district in question (Chamber of Commerce).

The second suburb in which the students reside has a population of 22,279 with a median age of 33 years. Eight percent are under five years of age, 76% are 18 years and over and 12%

are 65 years and over. The population make-up is as follows: White 94.2%, Black 1.1%, Asian 3.2%, Other 0.5% (1990 census). The average household income was $47,382 in 1992, with an average home value in 1991 of $120,281 (Chamber of Commerce). Only one fifth of the educational tax dollars from this suburb feed into the district in question, as it has its own elementary school district. This suburb has seen a recent and dramatic increase in the number of large businesses in the past calendar year, although their geographic location has prevented any of the tax revenues they generate from coming to the district which contains Sites A and B.

Each community has a public library that gives presentations at the schools to promote summer reading programs and other library services. Each library offers book bag services to teachers, supplementing the classroom materials for thematic units. As previously stated, students at Site B do not have access to either public library or attendant services without paying a large annual fee.

Both communities are served by police stations, fire protection districts, and blue star advisory councils. A large apartment complex in Site B's attendance area has an on site county police representative. Police protection for the entire unincorporated area is provided by the county sheriff's department, and provision of other services such as water, phone, sewer, and mail are split between the surrounding incorporated suburbs. The unincorporated area is the hub of its township, fire protection district and park district.

Over 75% of the students attending Site B live in a large town home community in an unincorporated section of the suburbs. The community has nearly 1200 town homes ranging in value from $85,000 to $140,000. They have between one and four bedrooms and full basements, but no garages. They are arranged around central parking lots, which create small

neighborhoods, with large grassy "lanes" between rows of homes. These serve as play areas and each lane has a small playground. While some are rented, 82% of the residences are owner-occupied. There are two clubhouses with pools available to the residents, and there is an on-site tutoring center at the larger one. Because it is unincorporated, residents do not have free access to public libraries or other community services.

Site C Community Description

All of the statistical data for Site C is from the 1990 Census for the main zip code area of which Site C is a part. Another zip code area makes up a small part of the neighborhood for Site C. After looking at the data for both zip codes, it was apparent to this researcher that the main zip code most accurately reflected the Site C community.

The neighborhood surrounding the school has a total population of 62,069. According to the 1990 U.S. Census, 49% are White, 30% are Hispanic, 19% are listed as "other race" and the remaining two percent is divided among Blacks, Native Americans and Asian/ Pacific Islanders. Approximately 50% of the households speak English only. Twenty-five percent speak Spanish and 20% speak Polish, Russian, or another European-Slavic language. A small percentage of these households are linguistically isolated, meaning they are unable to speak enough English to function outside their immediate neighborhood (1990 US Census).

A walk through this neighborhood would show this racial make-up as it is reflected in local businesses. Most businesses have signs in English and Spanish, or English and Lithuanian or Polish. One grocery store, on a corner near the school, has all of its specials boldly printed in Spanish, with small English subtitles. People who provide services, such as lawyers, tax

preparers, dentists, doctors and banks, often have signs indicating that they have someone on staff who speaks Spanish, and someone who speaks either Polish or Lithuanian.

Although the businesses seem to do well financially, Site C is a relatively poor area of the city. The median household income is $33,306. Most homes and apartments are 30-60 years old, with an average value of $65,700. Despite the low income, approximately one-third of the elementary school children, and one fourth of the intermediate and high school students are enrolled in private schools (1990 US Census).

Site C is one of four parochial schools in the neighborhood that serves children from preschool to eighth grade. It was decided earlier this year that the four schools would be consolidated into one school with two separate buildings. The total enrollment for these four schools is under 1,000. The public elementary school in the neighborhood is overcrowded, with over 500 students being bused to another public school due to the over-enrollment. The current plan is for the building at site C to be leased to the city and used as another public elementary school.

National Context

One benefit of cooperative learning is improvement in students' social skills, such as initiating interactions, sharing information and ideas, asking questions, following directions, and staying on task. When students engage in appropriate social behaviors, they feel better about themselves and about others in their group, enjoy time spent together, and produce high-quality work. McManus and Gettinger quote Dishon and O'Leary's caution that such benefits do not happen coincidentally. "Classroom teachers must assume primary responsibility, at least initially,

to teach, observe, and reinforce students for using appropriate social skills in their groups" (McManus, Gettinger, 1996, p.14).

> In education, learning often depends on sequence, and we usually structure our teaching in a way that takes that into consideration. Why is it then, that when it comes to using cooperative learning techniques, that logic goes straight out the window? We ask students to work in groups (and expect them to reap wonders) but we rarely show them what it takes to work together successfully. Study after study suggests cooperative learning works best when students are first taught "group-process skills," such as leadership, decision-making, and conflict management. These skills are the tools that ultimately make cooperative learning effective (Black, 1992 p.18).

"Simply putting students in small groups will not guarantee that they will interact with each other in ways that are beneficial to learning" (Farivar, Webb, 1994 p.521).

CHAPTER 2

PROBLEM DOCUMENTATION

In order to document the need for an effective social skills program in the targeted classrooms the researchers began by taking an inventory of social skills development. Three forms of data collection were utilized to measure preintervention and postintervention use of social skills: a social skills screening checklist titled The Matson Evaluation for Social Skills in Youngsters, or The MESSY; a researcher developed student survey; and a researcher developed interview. In addition, an observation sheet was completed on the targeted students every two weeks in order to monitor changes and growth (Appendix A).

Each researcher chose twelve students from their classroom to serve as indicators of social skills needs and growth. All data collected by the researchers reflects this target group of 36 students. Targeted students were interviewed by the researchers in a conversational manner to determine their preference for individual or group activities and their opportunities for social interaction outside of the classroom setting. The interview also checked students self-reported problem solving capabilities (Appendix A). This was used as a guide for questioning. Each researcher could rephrase the question based on student responses.

Table 4 shows results of the interview given at the beginning of the intervention. The table shows the percentage of students enrolled in activities outside of the classroom, how many self-reported an ability to solve a social dilemma, how many self-reported learning from a peer,

and their preference for group learning. Students were also asked to name one thing that made them feel good for themselves. The responses were classified as extrovertive if they found doing things for others rewarding, and introvertive if it was an individual or self-motivated achievement.

Table 4

Preintervention results of the interview in percentages

	Enrolled in extra-curricular activities	Reports problem solving skills	Reports learning from peers	Prefers group learning	Extrovertive response
Site A	75	75	42	58	50
Site B	58	66	83	67	58
Site C	15	54	46	31	46

It is interesting to note that Site A has the largest percentage of students enrolled in extracurricular activities and the largest percentage of students who self-report problem solving skills. This is consistent with research which shows that students who have a chance to practice and view social skills in context have greater problem solving abilities (Johnson & Johnson, 1975; Katz and McClellan, 1992; Kohn, 1994). The percentage of students who recognize peer learning, the preference for group learning and the number of extrovertive responses seems to be evenly divided among the targeted students.

Site B has a smaller percentage of students who self-report problem solving skills, however, this site has used an interpersonal problem solving program since Kindergarten. This

smaller percentage may be due to the fact that Site B has a higher mobility rate, and some of the targeted students may be new to Site B. Another factor is the low enrollment in extracurricular activities. The interview questions determining problem solving capabilities were based on a students interaction with a playmate. This may mean that students who are taught problem solving skills in school at Site B are not being reinforced or transferred to situations outside of the school setting. Site B does have the highest percentage of students who report learning from a peer. This group of students also tends to prefer group learning, and has a slightly higher percentage of students who gave an extrovertive response to the question, "Name one thing that makes you feel good about yourself."

Site C has a very small percentage of students enrolled in extracurricular activities. There are several factors that may contribute to this. First, they are a younger group of students. Second, as students at a tuition based school, their parents may be reluctant to also spend money on other activities. Third, being based in a major metropolitan city, there may be less activities available where parents feel their child will be safe and well cared for, that are close to home, or that are inexpensive. As a younger group, they have also had less exposure to the interdependence and cooperation necessary for peer learning nor have they been exposed to any type of social skills training. All of these factors may have contributed to the results of the interview.

Figures 1 through 3 show the percentage of students scoring in each category of the Matson Evaluation for Social Skills in Youngsters (MESSY) for positive, negative and miscellaneous social skills. There were twenty-four positive social skills which included such things as being friendly, using others names, initiating positive interactions through questioning, and exhibiting encouraging behavior. The thirty-eight negative skills included picking fights, seeking revenge, blaming others and bullying or intimidation. The two miscellaneous social skills are shyness and stubbornness (Appendix A).

For each social skill students were rated on a scale of 1 to 5. A rating of one meant that the skill was almost never exhibited, two meant rarely, three meant sometimes, four meant often and five meant almost always. Therefore, if a student received several ones on the items measuring negative social interactions then that student was almost never acting in a negative manner towards others. Similarly, if a student received several ones on questions measuring positive social skills, then that student was almost never exhibiting positive social skills.

It was possible for a student to score low in both positive and negative skills. For example, a student may be rated almost never (1) or rarely (2) on these negative skills: brags too much when he or she wins, gives other children dirty looks, or interrupts when others are speaking. They may also be rated never (1) or rarely (2) on these positive social skills: helps a friend who is hurt, joins in games with other children, or calls other people by name. Similarly, it was possible to get high ratings for both positive and negative social behaviors. Scoring for all

targeted students was determined by tallying the ranking for each social skill listed. The questions were then divided into positive, negative, or miscellaneous. The researchers added the responses for each ranking in these groups. Because there were twenty four positive social skills, and twelve students were being evaluated, it would be possible, though this did not happen, to get a score of 288 in the 'almost always' category. This would mean that 100% of the targeted students were 'almost always' behaving in a positive way. Actual scores for each site are shown in figures 1 through 3. It was the objective of this intervention to not only decrease the percentage of negative social skills being exhibited, but to also increase the percentage of positive social skills.

Some trends from Figure 1 that should be noted are the bell curved shape for positive social responses at all three sites. Site C has a slight rise in the percentage of students who 'almost never' exhibit positive social behaviors. These children are also younger and have had less exposure to both cooperative group work and social skills training compared to the two second grade classrooms at Sites B and C.

Figure 1, seen on page 26, shows that there are some students who have several prosocial behaviors and use them consistently, and some who lack many prosocial behaviors or do not use the behaviors they know in a consistent manner The majority of students, however, do not have or consistently use some prosocial behaviors. Through the intervention these researchers expect to show that through social skills training and practice of social skills in cooperative learning situations, students can learn prosocial behavior, and begin to use them more consistently.

Figure 1

Positive Social Skills as rated by the researchers in September on the MESSY

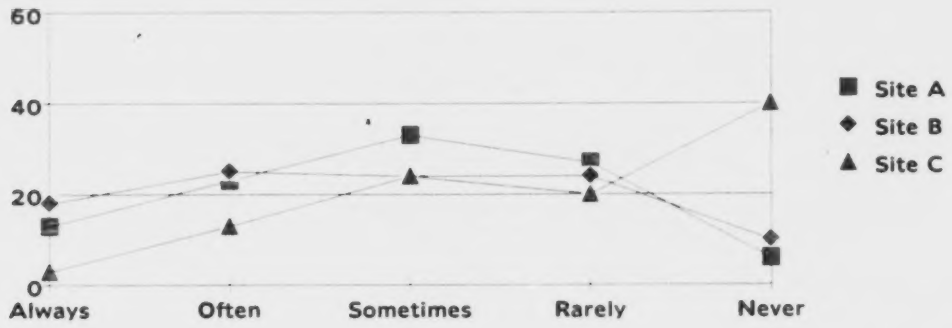

Figure 2 , seen on page 27, shows that there are some students who responded to social situations in a negative manner 'almost always' or 'often'. This may be due to several reasons: these students may not have been taught how to respond in a positive manner, may not have role models of positive social interactions, or they may lack the control necessary to respond positively to others. There are a high number of students who rarely or almost never respond in a negative manner. Through the intervention, those students who always respond in a negative manner will be able to learn from the students who respond in a positive manner. They will also see the skill being modeled in the cooperative group setting.

Figure 3, seen on page 27, shows that there are some students who are either shy or stubborn. These researchers do not expect the character traits of shyness or stubbornness to change drastically through this intervention. Some students, however, may begin to feel more comfortable within groups supported by positive social behavior, and some change may be evident after the intervention.

Figure 2

Negative Social Skills as rated by the researchers in September on the MESSY

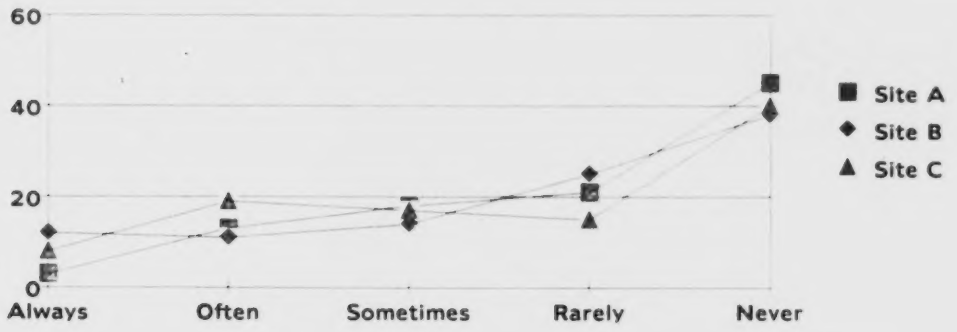

Figure 3

Miscellaneous Social Skills as rated by the researchers in September on the MESSY

The final data collection was conducted through student surveys. The survey was used to rate students' perceptions of themselves as friendly and likable. Questions regarding their attitude toward school, group work, self and others were also included. Students were asked to rate themselves on a scale of 'always', 'sometimes' or 'never'. Several students had difficulty responding to the survey in this way. Ambiguous responses are not included in the figure.

The following tables show how students responded to questions on the survey. Students were asked to respond by coloring in a happy face for 'always', a straight mouthed face for 'sometimes', and a frowning face for 'never'. Some students had trouble coloring in the set of faces for each question. For example, a student might have colored in the happy face for question one across from question one, then when responding to question two, they would color in the frowning face across from question one as well. While the researchers were careful to monitor students, not all of these errors were noticed during administration of the survey. Therefore, if more than one face was colored in for any question, the answer would not be counted. That is why the numbers for each question and each site do not always total 12, the number of students in the targeted groups.

Each researcher administered the survey in the same manner. They would read the question, then reread the question with each possible answer. For example, they would read the question "I like myself." Then reread the question as: "I like myself all the time. I like myself some of the time. I never like myself." Students could ask for clarification at any point during the survey. There were two questions students seemed to have difficulty understanding because they called for a reversal of the thinking process. The first question, "I like working alone," appears in Table 7. The second question, "I sometimes fight (yell or hit) to solve a problem," appears in Table 8.

Despite the difficulty with the survey, the researchers feel this gives a fairly accurate picture of the classes. When looking at Tables 5, 6 and 7 it is apparent that all three sites contain students who report a generally positive attitude towards themselves, others, and their class and group work. Very few students responded 'never' to these survey questions. The researchers feel this an atypical situation for most teachers, including themselves. When considering past classes, these researchers feel the students would not have been rated as positive on either the MESSY or on the surveys. Table 5 shows how students responded to items measuring a positive attitude towards themselves.

Table 5

Survey responses measuring a positive attitude toward self

Question	Site A			Site B			Site C		
	Always	Sometimes	Never	Always	Sometimes	Never	Always	Sometimes	Never
I like myself.	3	7	0	3	8	1	11	0	0
I am a good friend to others.	6	4	0	9	3	0	7	4	0
I get along with people in my class.	10	2	0	8	4	0	11	0	1
I listen to other people when they are talking.	9	2	0	8	4	0	9	2	1
I wait my turn when others are speaking.	6	3	1	9	3	0	10	1	1

When looking at Table 6 it is apparent that students have a generally positive attitude towards other people. One interesting outcome is the responses in Site B for "I think people

around me love me." Half the students reported that they only 'sometimes' feel loved. In Table 5 for Site B, more than half the students reported 'sometimes' liking themselves. These two responses may be connected.

Table 6

Survey responses measuring a positive attitude towards others

Question	Site A			Site B			Site C		
	Always	Sometimes	Never	Always	Sometimes	Never	Always	Sometimes	Never
I have a friend.	10	0	0	11	1	0	7	4	0
I think people around me love me.	8	3	0	4	6	2	11	1	0
I like my class this year.	6	4	0	9	2	1	11	1	0

The results for student responses to the survey that measure their attitude towards school, their class and group work appear in Table 7. The majority of students in all three sites report 'always' or 'sometimes' enjoying group work, and 'always' or 'sometimes' enjoying school. However, more students at Site A and C report 'always' liking school, while Site B students are almost evenly divided in the 'always' and 'sometimes' categories for this question. All three sites have an even distribution of student responses for the question "I like working alone." As previously mentioned, this was one of the questions students had difficulty understanding, which may have biased the responses.

Table 7

Survey responses measuring student's attitudes towards group work and school

Question	Site A			Site B			Site C		
	Always	Sometimes	Never	Always	Sometimes	Never	Always	Sometimes	Never
I like working in a group.	5	6	0	7	5	0	9	1	2
I like school this year.	11	1	0	6	5	1	10	1	0
I like working alone.	4	3	3	3	4	5	4	5	3

Self-reported negative behaviors are shown in Table 8. As previously reported, some students had difficulty responding to the question "I sometimes fight (yell or hit) to settle a problem." Nevertheless, Sites A and B show a relatively low number of students responding 'always' to these questions. Site C has the highest number of students responding 'always' or 'sometimes' to the three survey questions.

Table 8

Survey responses measuring a negative perception of self or others

Question	Site A			Site B			Site C		
	Always	Sometimes	Never	Always	Sometimes	Never	Always	Sometimes	Never
I am unkind or mean to other students.	2	5	4	2	4	6	6	1	4
I sometimes fight (yell or hit) to settle a problem.	2	3	4	1	6	5	3	2	6
Other students are mean or unkind to me.	2	3	6	3	4	4	5	3	4

The researchers conclude, based on the data, that the targeted students had some prior knowledge of prosocial behaviors. Students were neither consistently recognizing nor were they consistently transferring the skills to social interactions, such as cooperative group learning. Students' awareness of expected positive behaviors were linked to feelings about themselves and their peers. The researchers speculate that knowledge of prosocial behaviors and direct teaching of social skills came from several possible sources: previous school experiences, organized activities outside of school, or home. Through the intervention the researchers expected to increase the awareness of positive feelings related to behaving in a positive way, to provide practice and modeling of positive social skills through cooperative learning, and to replace negative behaviors with positive behaviors.

Probable Causes

Social skills are defined as the "interaction between an individual and the environment and the tools used to initiate and maintain vital interpersonal relations" (Philips, 1978). These tools have been described by various researchers as the ability to cooperate, be friendly, invoke a positive response in others, recognize other people's moods and feelings, and the tendency to share and help others (Wentzel, 1994; Cohen, 1994; Shure, 1992). However, as our data shows, and as research proves, students do not always exhibit these skills.

According to the literature, there are several possible reasons why students have greater needs for social skills training. "Due to changes in the structure of family, neighborhood, and community lives, many students have never been taught how to interact effectively with others, leaving them with a social skills deficit "(Johnson and Johnson 1989). Children today increasingly face an extremely growing economic disparity, increasing acceptance of violence and abuse, a sense of disenchantment with government, and society's emphasis on self interest and material goods. It is no wonder that children feel "hopeless, helpless and powerless" (Berreth and Berman,1997). Today's youth needs social and emotional learning opportunities. Both the education and business sectors have identified this need (Cummings & Haggerty, 1997; Glasser, 1987).

Teachers especially have noticed a lack of psychological and emotional needs being met for students. Glasser describes the four basic psychological needs: love, power, freedom, and belonging as a means to successful learning and social interaction in the classroom (Burke, 1992). Today, the American family has changed. Single parent homes have risen by 678% since 1970 (Burke, 1992). One out of every four babies is born to an unmarried mother (Chapman, 1991). Thus, a teacher's role and responsibilities increase in the classroom. They must establish a safe, caring environment and guide students in learning, practicing and internalizing necessary social behaviors in order for them to become natural responses.

Schools can not change societal factors impacting the behaviors of students, but as an institution designed to create productive citizens, it is our responsibility as teachers to address the issue of the lack of social skills in our students. In the classroom, a teacher will find that students have a range of social skill behaviors. Some students lack almost all prosocial behaviors, while others exhibit antisocial behaviors. Students who lack social skills are likely to exhibit difficulty in social situations. They frequently drop out of school and form negative attachments to both school and family. Adult mental health problems and poor conduct discharges from the military have also been linked to poor interpersonal relations and antisocial behavior (Cummings and Haggerty, 1997; Elliot and Gresham, 1987). Children who are unable to form positive relationships with adults come to rely more heavily on peer acceptance. These children may be more susceptible to peer pressure (Katz and McClellan, 1992). One indication of this is the number of students dropping out of school, having difficulty adapting to normal classroom procedures, and cooperating or making friends with others (Elliot and Gresham, 1987; Cummings and Haggerty, 1997).

The drop out rate is a serious problem nationwide. According to the U.S. Department of Education, ten states had a 30% drop out rate (Burke, 1992). These high school dropouts eventually end up costing the government billions of dollars each year. Gage's study (as cited in Burke, 1992) states that these students usually earn less than the median annual income, require welfare, court, and even prison costs. It should be a main priority to keep students in school.

The lifelong skills gained in classrooms will then be transferred to the workforce. A U.S. Department of Labor Report (as cited in Cummings & Haggerty, 1997) lists interpersonal skills as essential for high school graduates if they are to succeed in finding meaningful work.

Johnson and Johnson (1975) state that recent national surveys find that employers value interpersonal and communication skills, responsibility, initiative, and decision making skills. They state further that approximately 90% of people fired from their jobs were fired for poor job attitude, poor interpersonal relationships, inappropriate behavior, and inappropriate dress. In the working world, especially in the higher paying, more interesting jobs, getting others to cooperate, leading others, coping with complex power and influence issues, helping solve people's problems and working with others are necessary core skills.

Acquisition of social skills has also been linked to academic growth. Research shows that after students participate in a social growth program standardized tests scores increased (Cummings and Haggerty, 1997). Perhaps this is because competency in social skills builds friendships and trust, which in turn provides emotional security. As Johnson and Johnson (1975) put it: "The psychological security and safety necessary for open exploration of instructional tasks is based upon feelings of being accepted, liked and supported by fellow students. Class cohesion is based upon positive interpersonal relationships among students."

The teacher's role is to guide students in learning, practicing, and internalizing necessary social behaviors in order for them to become natural responses. One way to do this within the

existing curriculum is to exploit the powerful teaching strategy many teachers already use for academic benefits; cooperative learning (Abruscato, 1994). More and more classrooms are switching to cooperative learning groups. But, whether these groups are productive as well as cooperative depends on whether students have been taught to work in groups before they're expected to do so (Black, 1992).

As Slavin (1990) stated, "the goal of cooperative learning is for students to help each other succeed academically. To be successful, all members in a group must achieve mastery of the material or contribute to the completion of a group assignment."

Many developers of cooperative learning models have observed that groups quite frequently fail to show behaviors that one might call cooperative; "In fact close examination of some groups reveals negative and insensitive behavior as well as refusal to assist one another in any meaningful way" (Cohen, 1994). In a study conducted by McManus and Gettinger (1992) students enjoyed the academic benefits of cooperative learning, such as working with friends, hearing the ideas of others, and getting work done faster. However, 45% of the negative responses to cooperative learning were based on social conflicts, such as arguing, not listening to others' ideas, and getting angry with group members. Therefore, we can conclude, as research has shown, that for cooperative learning to be successful, students must be taught how to work and interact together. The benefits of social skills instruction reach beyond the boundaries of the classroom and become life skills, a natural part of the child's social repertoire.

SUMMARY LIST OF PROBABLE CAUSES

1) Societal Factors: less importance placed on social skills, violence seen in media, changes in the family structure.

2) Children are not exposed to social skills through play and involvement in extracurricular activities.

3) Children are not given the opportunity to practice social skills in a variety of settings.

4) Children do not see social skills being modeled.

5) Students are being put into cooperative learning groups prior to being taught the necessary skills for getting along.

6) Teachers feel that teaching social skills takes away from academic time.

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

After identifying the lack of social skills as a wide spread problem with far reaching effects, these researchers studied a variety of social skills programs. These included: Blueprints for Thinking in the Cooperative Classroom, by Bellanca and Fogarty (1991); I Can Problem Solve, An Interpersonal Cognitive Problem Solving Program, by Myrna B. Shure (1994); Teaching Social Skills to Children by Gwendolyn Cartledge and JoAnne Fellows Milburn (1986); and Social Skills Development Activity Manual, developed by the Fort McMurray School District, Edmonton, Alberta, Canada (1993). These programs have several common characteristics: an assessment to determine social skills the students lack, direct teaching of missing social skills in a variety of ways, multiple avenues for assessment and evaluation, the belief that students should understand the importance of the social skill, an emotional component, interpersonal and intrapersonal components, and the goal of transferring skills to a variety of social situations through reflection and self-evaluation. These researchers also valued flexibility of structure, applicability to varied groups and ease of use.

Blueprints for Thinking in the Cooperative Classroom by Bellanca and Fogarty focuses on creating cooperative lesson plans using a five part system. This system is called B.U.I.L.D. (Appendix B). The components of B.U.I.L.D. include academic instruction, social skill instruction, and both academic and social skills reflection. A teacher can pair any academic skill

with any social skill when creating a lesson. Bellanca and Fogarty created B.U.I.L.D. by studying various methods of cooperative learning. After they had examined research on cooperative learning, they combined several methodologies into the B.U.I.L.D. format. Benefits of using B.U.I.L.D. are its flexibility and built in reflection section, which is recommended by knowledgeable others (Black, 1992; Cohen, 1994; Johnson & Johnson, 1975). A disadvantage of B.U.I.L.D. is that well developed lessons generally take longer than other teaching methods, including other cooperative learning models. A math lesson, for example, may take two or more days to complete during the normal math time.

Myrna Shure developed I Can Problem Solve: An Interpersonal Cognitive Problem Solving Program in cooperation with Theresa DiGeronimo and George Spivack. The program was first published as a handbook for parents. Later, it was developed for teacher use from preschool to high school. The purpose of this program is to teach interpersonal and intrapersonal problem solving strategies. It allows teachers to use a word game format in a step-by-step process to help students internalize problem solving skills. It teaches students to develop means-end thinking, evaluate cause and effect, recognize and express emotions, sequence events, and think about problems in new ways. By the end of the program students can explain multiple consequences to their actions, think of multiple solutions, rate their solutions, and then evaluate how well their solution worked.

Benefits of using ICPS is that it sequentially develops skills that not only aid in problem solving, but also have academic benefits. Once students learn the skills and the problem solving

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format, they are expected to be able to work together, without the teacher's intervention, in solving problems. Disadvantages include the need to set aside class time to perform the various lessons, and the need to follow a dialogue format whenever children have a problem, such as taking things without asking, cutting in line or pushing. This takes more time, especially in the beginning, than having the teacher solve the problem by asking a student to return the object, go to the back of the line, or sit in time-out.

Some studies of students trained in other interpersonal cognitive problem solving models, including I Can Problem Solve, reflect changes in students thinking, but not always in their behavior. Knowledge of interpersonal skills does not always denote interpersonal competence. However, Kirschenbaum, as cited in Cartledge and Milburn (1986), reports that the data collection in some of these studies focused on quantity of alternative solutions to a problem, not the quality of the response. When measurements were adjusted to include quality, results indicated strong support for the notion that ICPS skills make a difference between socially adept and socially maladjusted children. It is a logical assumption based on these findings that the direct teaching of interpersonal problem solving skills is beneficial to students, but to insure behavioral change, it needs to be supplemented.

Teaching Social Skills to Children, by Cartledge and Milburn (1986), is a comprehensive textbook which gives an overview of social skills including how to select social skills for instruction, how to assess and evaluate students' growth, and how to maintain social skills once they are learned. It also contains several sections, by various authors, of social skills programs.

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One program that was of particular interest to the researchers was the Think Aloud Classroom Program by Mary Ann S. Bash and Bonnie W. Camp. This program integrated several of the earlier theories developed by Spivak and Shure prior to the development of the ICPS program. It was originally developed for use with aggressive boys. "Despite good verbal intelligence, the aggressive boys aged 10 failed to use their verbal skills to think through complex problems. As a result, they reacted impulsively and failed to perform as adequately as might otherwise be expected" (Cartledge & Milburn, 1986, p.187). Bash and Camp attempted to slow the impulsiveness of these boys and use their verbal skills by training them to talk out loud when solving complex problems. The nature of the talk was to encourage themselves, keep themselves on track, and to approach problems in a sequential manner.

The Think Aloud Classroom Program was later modified for use in the general classroom. However Bash and Camp did admit to having several problems in training teachers to use the program consistently. "Teachers are uncomfortable when they pose a question and it is not answered immediately. Teachers also seemed to have trouble adjusting to a noisier classroom" (Cartledge & Milburn, 1986, p.203). Students were first asked to copy the teacher as the teacher modeled thought processes when performing certain tasks. The teacher modeled identifying the problem, constructing a plan to solve the problem, and then checking to see how well the plan was working. Eventually students were expected to internalize this process and use it on their own.

One benefit to the Think Aloud Program was that it was proven to increase cognitive skills (Cartledge & Milburn, 1986). It also followed a sequential development, but was flexible. However, there were several disadvantages. The program was really designed for students to use during individual activities, not group activities. Also, it was noted by Bash and Camp that teacher training was very important in order to get the greatest benefit from the program.

These researchers also reviewed two additional books of social skills activities. The activities listed in these manuals were helpful, but they did not have the structure these researchers valued for teaching social skills. Teachers in the Fort McMurray School District worked together to create an activity manual for incorporating social skills into their curriculum. It consists of several activities designed for various grade levels. Activities and ideas for assessment were divided into four groups: interpersonal, social reasoning, personal, and classroom behavior.

Another activity manual the researchers reviewed was Behavior Smart: Ready-to-Use Activities for Building Personal and Social Skills for Grades 5-4 (Ballare & Lamprose, 1994). This manual consisted of several activities for grades K-6, and were divided by grade level as well as type of skill, such as making friends, respecting authority and good manners. A benefit of these types of manuals is that the ideas and activities can be included at any time, and they are easily modified for various grade levels. Disadvantages include the lack of sequential structure. For a teacher to get the full benefit of these manuals they would need to design their own plan.

After careful consideration, these researchers decided to implement the programs designed by Bellanca and Fogarty (B.U.I.L.D.) and Myrna Shure (ICPS). These two programs met the criteria found in the research for a good social skills program, and met the researchers' needs. In reviewing the literature, experts suggest implementing group skills. While there would be some overlap, these researchers felt that instruction in B.U.I.L.D. would most strongly support the building of leadership skills, listening and sharing ideas, equal participation, and team and class building. ICPS would most strongly support the skills of, decision making, following directions, and conflict management (McManus & Gettinger, 1996, Black, 1992, Farivar & Webb, 1992). After assessing the three classrooms, these researchers found that three skills were needed to support the instruction of the group skills: encouragement, communication, and helping.

Using these two programs together, these researchers set the goal of creating a prosocial environment where transfer of social skills into the students' cooperative learning groups could take place. Katz and McClellan (1992) describe a fine line that teachers must be aware of when building a prosocial environment. "Achieving the optimum level (of prosocial engagement) requires knowledge of each individual and constant monitoring of each one's progress" (p.19). Therefore, once a social skill or problem solving has been taught, the teacher becomes the facilitator and allows students to practice social skills and solve their own problems. Yet the teacher must also be aware of children who need more support. A prosocial environment will motivate students to "work together as a group, form support teams, tutorial relationships, and informal networks to maximize learning effectiveness" (Lyman & Foyle, 1990, p.19).

The teacher and student both have a responsibility in creating this environment. The teacher's role is to indicate expectations and enforce rules equally among students. Classroom rules and developing social skills need to be interrelated. However, individual considerations need to be taken into account and addressed as needed (Katz & McClellan, 1992). Abruscato (1994) further defines the teacher's role by stating that the teacher must carefully choose activities that lend themselves to cooperation, limit group materials to foster interdependence, discourage slacking, and promote interaction across cooperative groups.

Experts in the field of cooperative learning state that the first objective for cooperative classrooms is to provide a safe and comfortable, caring environment. In building this environment, experts recommend that all people involved become invested in developing the skills to support, care for, and in general get along with each other (Glasser 1986; Johnson & Johnson 1989; Kohn, 1991). Glasser points out that students need to feel that the learning environment meets their needs before they will agree to follow the rules. In looking at Glasser and other experts, these researchers conclude that it is important for students to feel that learning a new social skill will also meet their needs before the student will begin to use the skill independently.

A student also needs to practice the new skill, just as they need to practice reading and adding numbers. When teachers provide a caring environment and create a prosocial climate, they promote student engagement and interaction (Wentzel, 1994). What better way to practice social skills than by having students interact with each other in cooperative learning groups where a teacher can facilitate social growth? "While cooperative learning is not the only desirable

strategy for teaching, it should form a part f every student's instructional experience. Students should have regular opportunities to work as part of a team, and to experience the satisfaction of contributing to the team's success" (Lyman & Foyle, 1990, p.13).

Johnson and Johnson (1989) state, "To master a skill students need to practice it again and again" (ch. 9, p.8). Like academic skills, one or two skills should be emphasized for a few lessons, then built upon. By starting off small the instructor does not overload students with more skills than they can learn at one time (Johnson & Johnson, 1989). One or two skills should be taught, modeled, and practiced before introducing new skills. While it does not appear to matter which skill is taught first, it is important to continually practice learned skills while introducing new social techniques. Taking a few behaviors, demonstrating and modeling them, and encouraging students to implement them, seems to be the accepted best method for social skills instruction.

Literature also suggests that social skills be taught in this manner: 1) identify the skill, 2) explain its importance, 3) provide guided practice for the new skill in some way, 4) encourage the skills use with peers, and 5) reflect on the experience in some way (Johnson & Johnson 1989; Nagle & Gresham 1980; McMurray 1993; Matson 1983). The new skill should be practiced in a variety of ways, such as role play, modeling, puppetry, flannel board, analysis of literature, observation of peer behaviors, and self-assessment. Role play is often the most popular because young children learn social strategies by participating in and observing interactions of others (Katz & McClellan, 1992). However, role play is not enough. As with modeling, the effects of role

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play will not be transferred unless the child knows why he should behave in new ways (McMurray 1993; Elliot and Gresham 1981; Cartledge and Milburn 1978). Children lacking in social skills either lack practice, have no models who use appropriate skills, or have never learned social skills as part of their everyday lives. An effective social skills training program should include multiple avenues of learning to correct all of these deficits.

PROJECT OBJECTIVES AND PROCESSES

As a result of directly teaching social skills during the period of October to January, the targeted first and second grade students will increase in the ability to work cooperatively with peers as measured by student and teacher checklists, a teacher rating scale, student surveys and interviews, teacher observation sheets and student reflections.

In order to accomplish this objective, the following processes are planned.

1) Identify missing social skills and social experiences through various data collection tools.

2) Utilize learning activities, such as B.U.I.L.D. and other cooperative group methods, that promote peer interaction.

3) Directly teach prosocial behaviors:

   a. introduce the skill or behavior

   b. emphasize importance

c. model appropriate use

d. have class practice the skill or behavior through various means

e. have students practice the behavior in a cooperative group setting

f. have students complete a reflection regarding the skill or behavior.

4) Incorporate literature demonstrating prosocial and antisocial behavior as a means of reflection.

5) Gather reference materials and curriculum supplements on teaching social behaviors.

6) Design measurement tools to evaluate progress in the use of social skills.

7) Train students to recognize and reflect on social behaviors experienced and observed in a variety of situations.

8) Build students problem solving skills and empathy through the teaching of various emotions.

PROJECT ACTION PLAN

I. Weeks 1-2

A. Students will be seated separately.

B. Parent permission letters will be created and sent home (Appendix C).

C. Targeted students will be chosen from the general population. These students will act as indicators of growth and needs for social skills.

D. ICPS word games will begin (Appendix D).

E. Some "get to know you" activities will be played (Appendix E).

1. friendship bingo

2. bring a "ME" bag, share with partner. Introduce your partner to the class

3. self-portrait puzzle

4. "ME" t-shirts

II Weeks 3-4

A. Students will be seated so that they are in pairs and have easy access to a partner.

B. Students will work in pairs, without assigned roles, social skills instruction, or cooperative group rules (Appendix F).

1. coin toss

2. paired reading

3. 1, 2, 3 grab

4. the ten game

C. The teacher will complete the following tasks for students in the targeted group (Appendix A):

1. complete an observation sheet (Appendix G)

2. interview each student individually

3. complete the Matson Evaluation for Social Skills in Youngsters

4. have each student in the targeted group complete a survey

III. Weeks 5-6

A. Students will be seated in groups of three or four.

B. Cooperative group rules will be introduced and classroom rules will be democratically decided on by the teacher and students (Appendix H).

C. The first social skill, good listening, will be introduced.

1. students will complete a T-chart (Appendix I)

2. the teacher will follow the social skills lesson plan developed by the researchers (Appendix J).

D. ICPS word games will continue.

E. A cooperative group lesson will be designed and implemented using the B.U.I.L.D. format (Appendix K).

1. the common section for all three sites will be the use of assigned roles

2. students complete a reflection on the use or non-use of good listening in their group (Appendix L).

3. complete and video tape a B.U.I.L.D. lesson and exchange video tapes with another site

F. At least one observation sheet will be completed for each student in the targeted group.

IV. Weeks 7-8

A. Seating arrangements will not change.

B. The second social skill, encouragement, will be introduced using the story "The Lion and The Mouse" (Appendix M).

C. Students will brainstorm encouraging things they can say to each other

1. the teacher will record student responses on a chart
2. the chart will be posted in the room.

D. ICPS instruction will continue:

1. word games
2. the feelings of happy and sad will be introduced
3. identification of feelings through looking, listening and asking will be introduced and practiced by students.

E. At least one B.U.I.L.D. lesson will be completed using assigned roles

1. students complete a reflection on the use or non-use of encouragement in their group
2. show the video tape of a B.U.I.L.D. lesson
3. students will complete a reflection on the use of good listening and encouragement by the students on the video tape

F. At least one observation sheet will be completed for each student in the targeted group.

V. Weeks 9-10

A. Students will remain seated in groups of three or four, however group members will be changed so that students are now working with different classmates.

B. A "get to know you" activity will be completed in each group.

C. The social skills of good listening and encouragement will be reviewed.

D. The third social skill, using a six-inch voice, will be introduced using the lesson plan designed by the researchers.

E. A cooperative group lesson will be designed and implemented using the B.U.I.L.D. format.

1. the common section for all three sites will be the use of assigned roles
2. students will reflect on the use or non-use of six-inch voices in their group
3. video tape the B.U.I.L.D. lesson and exchange with the video tape from another site

F. ICPS instruction will continue:

1. word games
2. introduce the feeling of angry or mad
3. the teacher will begin to model the problem solving dialogue when students have interpersonal problems (Appendix N).

G. Literature will be used to help students identify the three known feelings of happy, sad, and angry (Appendix O).

H. At least one observation sheet will be completed for each student in the targeted group.

VI. Weeks 11-12

A. Seating arrangements will not change.

B. The social skills of good listening, encouragement, and using six-inch voices will be reviewed.

C. The two social skills of asking for help and giving help will be introduced using the lesson plan designed by the researchers.

1. supporting skills which will be introduced for asking for help:

a. using the persons name

b. asking a question or for clarification

c. thanking the person for their help

d. returning to work

2. supporting skills which will be introduced for giving help:

a. using the persons name

b. providing only as much assistance as was asked for

c. waiting to see if the other student has understood

d. returning to work

D. A cooperative group lesson will be designed and implemented using the B.U.I.L.D. format.

1. the common section for all three sites will be the use of assigned roles.
2. students will be asked to reflect on their helping behavior.
3. students will view the video taped B.U.I.L.D. lesson of another site.
4. they will complete a reflection on the use or non-use of social skills seen in the video tape.

E. ICPS instruction will continue:

1. word games
2. the feelings of worried and relieved
3. the teacher will continue to model the problem solving dialogue when students have interpersonal problems.

F. Students will complete an activity showing their understanding or knowledge of the feelings introduced up to this point (Appendix P).

a. feelings mobile

b. expressions mobile

c. feelings booklet

G. An observation sheet will be completed on each student in the targeted group.

VII. Weeks 13-14

A. Students will remain seated in groups of three or four, however group members will be changed so that students are now working with different classmates.

B. A "get to know you" activity will be completed by each group.

C. The social skills of good listening, encouragement, using six-inch voices, asking for help, and giving help will be reviewed as necessary.

D. The social skill of reaching consensus will be introduced using the lesson plan designed by the researchers. Supporting skills will include:

1. disagree with the idea, not the person

2. compromise

E. A cooperative group lesson will be designed and implemented using the B.U.I.L.D. format.

1. the common section for all three sites will be the use of assigned roles.

2. students will be asked to reflect on their ability to reach consensus

F. ICPS instruction will continue:

1. word games

2. the feeling of frustrated will be introduced.

3. problem solving, using the ICPS dialogue, will be formally introduced to students

a. picture clues outlining the steps will be posted in the room

b. students will be asked to solve problems on their own

VIII. Weeks 15-16

A. Seating arrangements will not change.

B. Social skills learned up to this point will be reviewed.

1. students will complete reflections on their social skills learning

2. a researcher designed activity will be completed

C. The teacher will complete the following tasks for students in the targeted group:

1. complete an observation sheet

2. interview each student individually

3. complete the Matson Evaluation for Social Skills in Youngsters

4. have each student in the targeted group complete a survey

Methods of Assessment

In order to assess the effectiveness of the intervention, the researchers used three devices to measure the preintervention use of social skills, and the post intervention use of social skills. This allowed us to compare data and reflect on the quality and success of the intervention. These three devices were: the Matson Evaluation of Social Skills in Youngsters (the MESSY), a

researcher created interview, and a researcher created survey. In addition, the researchers created an observation sheet to measure students growth and progress throughout the intervention. The researchers also used student reflections and group evaluations completed after B.U.I.L.D lessons as guideposts as to how well the intervention was working, and what deviations from the proposed action plan. In this way, the researchers were able to monitor social skills growth during the intervention.

The MESSY consists of lists of statements related to positive, negative and miscellaneous social skills. The rating scale was modified by the researchers. Students were rated as almost always, sometimes, often, rarely and almost never exhibiting the skill or behavior mentioned in each statement. The researcher created interview was designed to measure students' attitudes toward group work and learning. Students were also asked to self-report on their use of problem solving skills, and their opportunities to use social skills outside of the school milieu. The survey was used to measure the students' perceptions of and attitudes toward group work, individual work, and a variety of social factors such as perceived popularity, and whether or not they liked their class and school. This, too, was used as a preintervention and postintervention assessment.

Twice each month, or every other school week, throughout the intervention researchers filled out an observation sheet on each targeted student. This observation sheet listed targeted social skills and attendant prosocial behaviors in a simple Has/Needs format. This allowed teachers to quickly and regularly evaluate the effectiveness of the intervention and modify it as needed.

Students also self-evaluated their cooperative groups after completing group assignments. These grids were filled out by the group's worrier. The teacher then met with each group to openly discuss the effectiveness of their group at completing tasks and following the stipulated guidelines for group wok and the particular assignment. Each member of the group was asked to name something positive they had accomplished, and a goal for future group work.

Teachers also evaluated social skill development by reading student reflections. Each social skill, after being taught, modeled and reinforced, became the topic of a student self reflection where they listed three separate things: other situations or places the skill may be used, how the skill made them feel, and questions they still had about the skill. These reflections gave the researchers another way to measure, on a regular basis, the students' comprehension and absorption of the skill, while giving some idea of whether or not transfer had occurred .

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The objective of this project was to enable the use of cooperative learning as a teaching strategy through instruction of prosocial behaviors and social skills. The researchers selected a problem solving program and taught specific behaviors as the means of improving classroom conduct, communication, and interdependence during cooperative group activities.

Cooperative learning was used to enable practice of social skills and was one of the primary means of content area instruction. The researchers selected specific behaviors that needed improvement based on students' needs and prior experience. Common problems such as asking the teacher for help before asking group members for help, arguing over who would handle materials, and difficulty staying on-task during cooperative group work were perceived to be a problem by the researchers. The primary social skills selected consisted of good listening, encouraging, using a quiet voice, giving and receiving help, and reaching consensus. Students learned and practiced many other social skills that coincided with the primary skills. The B.U.I.L.D. lesson format was used to provide practice in social skills during content area instruction (Appendix B). In addition, the researchers developed a standard lesson plan format for the introduction of social skills (Appendix J). Graphic organizers, role plays, literature and

reflections were all an integral part of the social skills learning process. Problem solving activities and word games from the ICPS program were also implemented (Shure, 1994).

At the start of the intervention, students were seated separately. Targeted students were chosen and preintervention assessments were performed by the researchers. Students participated in 'get to know you' activities, which were a common practice for each researcher at the beginning of school.

In week three students were seated in pairs. The pairs were shown, briefly, how to complete activities, but they were not given any social skills instruction, or roles. For example, in a coin tossing activity the students were to toss a coin and record whether it landed on heads or tails. Students were not told how to divvy up the tasks of tossing the coin or recording the results. The goal in each of these activities was task oriented, while the researchers observed and recorded peer interaction. This gave the researchers insight as to which skills, in general, were being used and which skills were lacking.

In the fourth week, the students were placed into heterogeneous base groups and introduced to the class cooperative group rules: Stay with your group; Help one another; Encourage one another; and Use six-inch voices (Appendix H). In the original action plan, students were not scheduled to be put into base groups until the fifth week. However, the researchers had noted that the students in each site were a fairly positive group. This was backed up by the results of the MESSY and survey shown in Chapter 2.

It was also in week four that the [illegible] social skill was introduced using the [illegible] lesson plan (Appendix J). The teaching of each social skill was a sequential process. First the social skill was introduced and its relevance to real life situations was explained. It is important to note that students were encouraged to discover the behaviors' relevance and transfer it into their everyday lives. The researchers then modeled the appropriate way of using the social skill and pointed out its application to cooperative group work. During whole group instruction, students were also given the opportunity to model and role play the expected behavior. Both positive and negative examples of the behavior were presented and discussions were based on where and when they could practice the social skill. Lastly, the students practiced the social skill in their base groups during B.U.I.L.D. and other cooperative group lessons.

New social skills were planned for instruction approximately every two weeks to enable constant practice and reinforcement of prior skills. However, each site determined that consistent practice and reinforcement of a new behavior took longer than anticipated. This was the case especially for Site C since the students were one grade level younger and had less prior school experience. The other two sites assumed, based on observations and the results of other measurements, that some social skill instruction took place the previous year. The observations were recorded on a teacher made checklist. This was used to record the targeted students' progress and needs.

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Targeted student were to be observed once every two weeks. However, Site A was not able to complete observations on all the targeted students. The researcher at Site A was so overwhelmed by the positive response from the students in the class to the intervention strategies, that she would often record observation sheets for non targeted students. Site B and C also had difficulty completing observations according to the Action Plan presented in Chapter 3. There were two observations per month for the targeted students, but some observations would be completed within one week, while the spacing of the two observations for one student would be more widely spaced.

After learning and practicing a social skill the students in the classroom evaluated their progress through reflections. Many of Site C reflections were either done orally, or as a group activity. For example, students might do a wrap around to finish the sentence stem "Encouraging makes me feel..." The planned reflection asked students to think of other situations where the skill could be used, state how the skill made them feel, and think of one question regarding the skill. As the intervention continued, the researchers would substitute other reflections such as: think of one positive, one negative, and one interesting question regarding the social skill. This was done to alleviate boredom and provide students who had difficulty with one type of reflection to meet the same objective through another reflection. The researchers were able to complete at least one reflection every two weeks, which was stated in the original Action Plan.

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In the original plans, the researchers planned on videotaping B.U.I.L.D. lessons each month, exchanging the video tapes and having a class at another site view and reflect on the use or need for social skills seen in the video tape. The researchers did not create any video tapes. They deviated from their primary goal for several reasons. First, audio visual materials were often unavailable at each site. Also, when the researchers attempted to videotape the class, they encountered technical difficulties. The implementation of this form of technology as a tool to monitor growth became impractical. It was decided that more time be spent on individual and group progress through self and peer monitoring. As a result, during week seven, the researcher for Site A developed a sheet for students in the groups to use (Appendix Q).

One student in each group was assigned the role of worrier. The worrier was given a sheet where they could put each group members name down the side. On the top three social skills were named. The worrier completed the chart by putting a smiling face, straight mouthed face, or frowning face next to each group members' name for each social skill. The teacher then met with each group to discuss growth, concerns, and goals for subsequent cooperative tasks.

During group collaboration the researchers acted as facilitators and assisted the base groups with evaluation and behavior goals. The researchers made curriculum modifications in order to reinforce the social skills by designing B.U.I.L.D. lessons that would best emphasize the need for the social skill and provide use for its practice. The cooperative base groups were

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reconfigured every four weeks throughout the intervention to allow students close interaction with all peers over the course of the year. This was accomplished according to the original Action Plan.

According to the original Action Plan, I Can Problem Solve (Shure, 1994) was to begin in week one and continue through week sixteen. As previously reported, the ICPS program had been used at Site B for the last three years. The students and researchers at Sites A and C had no prior experience with ICPS. Site B deviated the most from the Action Plan because the word games and feelings were already familiar to the students. Site B was able to review the word games, emotions and problem solving procedure in weeks one through five. The researcher was then able to begin integrating literature, having students problem solve on their own, and introduce other feelings such as surprised, excited and scared. The researchers at Sites A and C were sometimes uncomfortable with using the dialogue required by ICPS. They often supplemented the problem solving format with activities from B.U.I.L.D.. The greatest benefit the researchers saw from ICPS was the systematic introduction of emotions, the role plays which could be completed with a flannel board or puppets, and the black line masters which helped students visualize the problem solving steps and provided reminders of the emotional component of problem solving.

The intervention required a sixteen to seventeen week period. Site B deviated from the original allotted time due to the addition of a student teacher. At the sixth week of the

intervention, a student teacher began to take over content area instruction and was not familiar or comfortable with cooperative group methods. The teacher at site B was able to begin the intervention and used cooperative learning as an instructional strategy for social skills consistently in weeks one through five. However, the student teacher had practicum requirements that interfered with the intervention in weeks six through nine. The researcher could only sporadically continue the intervention activities, and in weeks nine through eleven the student teacher became the lead teacher and the researcher was unable to continue intervention activities or data collection. After the student teacher left, the researcher reviewed cooperative learning rules and social skills previously learned for two weeks, and then continue with the intervention.

Presentation and Analysis of Results

In order to monitor the effectiveness of direct social skills instructions during cooperative group work, the researchers completed an observation chart for each student in the targeted group. For each skill the instructor marked whether the student had or needed the skill. The number of times students demonstrated having the skill was totaled and divided by the total number of times students were observed.

Table 9 shows the results for September through January. It should be noted that the mean average score for January is not reported because the researcher at Site A was not present to complete observations during this time and Site B had a student teacher who was

uncomfortable with cooperative learning and did not provide opportunities for the researcher at Site B to complete observations.

Table 9

Aggregate mean average of times students demonstrated having a social skill as recorded on the observation sheets

Skill	September	October	November	December
Looks at Speaker	56	70	73	86
Talks clearly.	61	71	76	83
Includes others.	42	51	70	88
Uses people's names.	12	39	63	70
Performs assigned role.	49	50	71	88
Stays with the group	62	67	78	90
Uses appropriate voice level.	43	49	71	83
Takes turns talking.	54	63	77	89
Listens to others.	39	60	80	88
Shares materials	54	56	72	79
Shares ideas.	57	64	86	85
Offers help.	50	56	72	79
Asks for help.	43	45	71	67
Aware of others feelings.	10	27	66	69
Can compromise.	45	43	70	74

The composite scores for all sites increased dramatically from September to December. The most notable increases incurred in the area of feelings and using people's names when speaking. The former increased 59% and the latter increased 58%. Awareness of someone's feeling was marked as 'has' if the student asked how someone felt about an idea, or made

comments such as the following, which was overheard at Site C: "Don't feel bad that we didn't use your idea. Maybe we'll use your next idea."

Sharing ideas was determined when a student gave suggestions for group organization or the way an activity should be completed. The researcher at Site A noticed that when students were asked to brainstorm they had become adept at organizing the group so that everyone would get a turn. They included fairness in the organization process by going in circles, starting with person A one day and person B the next day.

Seeking help was classified as "has" only if a student actively sought clarification of an activity from a peer. The student could not ask for the answer, but needed to be specific in what type of help was being requested. For example, did the student forget the next step or did they need help sounding out a word. The researcher at Site B explained to her classroom that seeking help did not mean that a person wasn't capable of completing the task on their own and that an answer should not be given. One student in particular would get stuck and simply stop working or look at another person's paper in order to have an answer. Near the end of the intervention the researcher heard this student saying, "I got this far, but I don't know what's next. Can you help me?" While the numbers show growth, it is these types of comments heard by the researcher that are the true evidence of the success of the intervention.

Table 10, seen on page 68, shows the results of the interview upon completion of the intervention. When students were interviewed by the researchers, all sites reported a significant

increase of students using problem solving skills. Site C had the highest increase, at 38%. The three sites also had a rise in students enrolled in extracurricular activities. The researchers do not believe enrollment in these activities impacted this dramatic increase in students exhibiting problem solving abilities because the percentage rose only slightly. Responses may have changed due to the availability of activities, as young children tend to report their most recent activities. The question was originally included as a way to determine whether students had prior experience in activities where peer to peer interaction occurred and was not expected to change greatly over the course of the intervention.

When students reported learning from peers it is interesting to note that Site B's percentage remained the same. However, prior to the intervention, Site B had a high percentage, 83%, of students reporting peer learning, while Sites A and C had less than half of the targeted students reporting peer learning (Table 4). Therefore, while students did not show growth at Site B, they did maintain a high percentage of students who could recognize learning from a peer. Site A and C did show growth.

Another interesting result was that Site C was the only site that reported a 44% increase in students who preferred group learning over individual learning. Sites A decreased by 8% and Site B decreased by 25% in the number of students who reported preferring group activities. The researchers speculate that this may be due to the student's tone or mood or the time of year. The preinterview was completed shortly after summer where students were used to playing outside in

groups and the postinterview was completed in winter where students tend to spend more time indoors.

The other decrease from preintervention data occurred in the area of extrovertive responses to the question, "Name one thing that makes you feel good about yourself." The researchers conclude that the implementation of cooperative learning with self-evaluation and reflection enabled students to develop intrapersonal skills. This caused an increase in introspection and a realization of self worth.

Table 10

Postintervention results of the interview in percentages

	Enrolled in extra-curricular activities	Reports problem solving skills	Reports learning from peers	Prefers group learning	Prefers interpersonal activities
Site A	83	92	94	50	25
Site B	67	83	83	42	58
Site C	25	92	83	75	75

Figure 4 shows the post intervention results in positive social behaviors as rated on the MESSY. This data shows a marked and dramatic increase in the number of students who 'almost always' display positive social skills at all three sites. Prior to the intervention, Sites A and B displayed a bell-shaped curve. Now the figure shows that the percentages of students displaying positive social skills steadily slopes from "almost always' to 'almost never'. Site A increased 15% and Site B increased 31% in the number of students who always displayed positive social

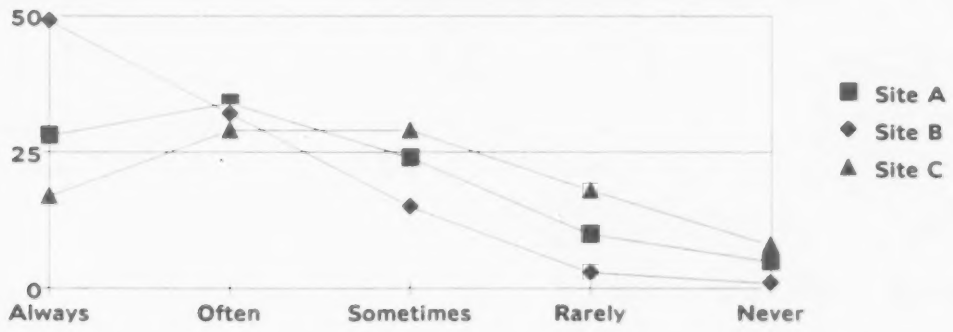
behaviors. Conversely, the percentage of students at Site A and B who 'almost never' or 'rarely displayed positive social behaviors decreased an average of 24%.

Although Site C had the lowest percentage of students who 'always display positive social skills, their 14% growth is equivalent to the growth seen at Site A. While this is the lowest percentage of growth in 'almost always' displaying positive social behavior, the percentage of students who 'almost never' displayed these behaviors dropped a remarkable 32%.

This profound change may be attributed to the younger age of the student, their maturity over the course of the intervention, and the fact that they had little or no direct social skills instruction prior to the intervention. The extreme amount of growth seen at Site B may be due to the fact that the students were familiar with ICPS before the intervention. Thus, the researcher at Site B was able to build an atmosphere of review and modification, rather than the initial teaching of problem solving that took place at Sites A and C.

Figure 4

Positive social skills as rated by the researchers in January on the MESSY



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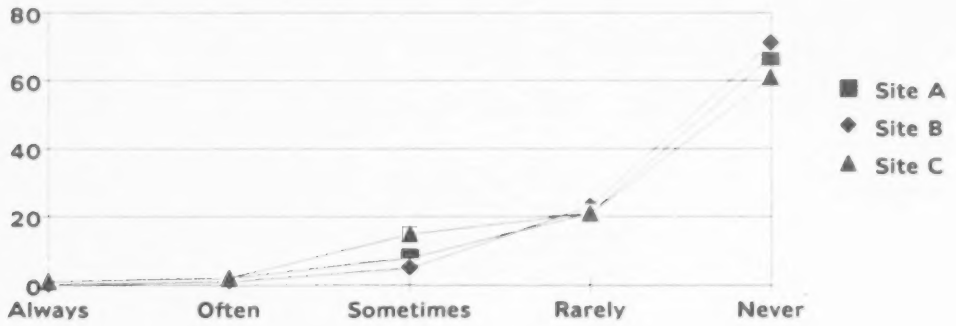
Results from the MESSY regarding negative social behaviors were also enlightening. Figure 5 displays the results of the data. It indicates, as compared to preintervention data in Figure 2, an increase of between 22% and 33% for each site in the percentage of students who 'almost never' displayed negative social behaviors. It is also notable that only 2% of the targeted students in all three sites 'almost always' displayed negative social behaviors, compared to a total of 23% before the intervention. It is the position of the researchers that increased awareness of others' feelings, combined with direct instruction of social skills and problem solving, caused many of the negative behaviors to be deduced or replaced with an alternative positive response. These results were consistent across all sites.

Figure 5

Negative social skills as rated by the researchers in January on the MESSY



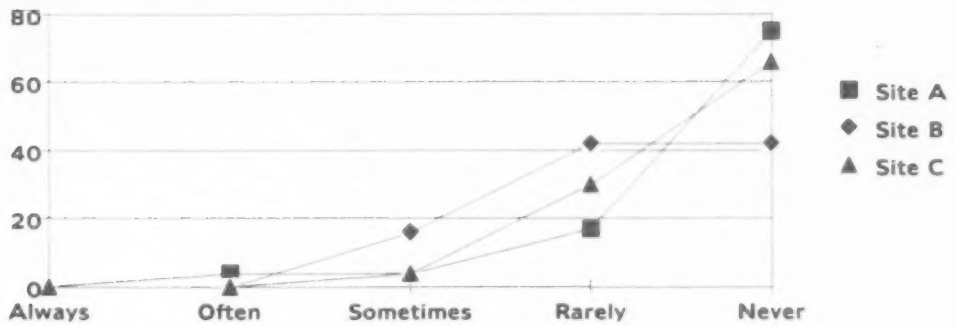
While the researchers did not set out to intentionally change the social behaviors of shyness and stubbornness, which were categorized as miscellaneous social skills on the MESSY, it is interesting to note that data from all sites showed a significant increase in the number of

students who 'almost never' displayed these traits (Figure 6). The increase for Site B rose a total of 59% in the 'rarely' and 'almost never' categories. Site C rose a combined total of 25 % in the same two areas. Site A increased 21% in students rated 'almost never' shy or stubborn, and decreased 8% in the number of targeted students rated 'almost always' shy or stubborn.

It is theorized by the researchers that the positive, socially supportive classroom environment created through the intervention, enabled shy students to overcome this trait and enabled groups to compromise and reach consensus, reducing stubbornness. Specifically, the researcher at Site B observed targeted students who typically displayed shyness and hesitation in sharing information with their group or class. After the class had learned encouraging and helping behavior, these particular students were more likely to actively share ideas and participate in lessons and group activities without fear of ridicule. Sites A and C report similar findings.

Figure 6

Miscellaneous social skills as rated by the researchers in January on the MESSY



The final data analysis shows the post intervention results of the survey which the targeted students completed before and after the intervention. Table 9 shows the post intervention results of the survey regarding students' positive attitudes towards themselves. The students at Sites A and B reported a slight increase in having a positive attitude toward themselves. The responses were not as high in the 'always' category when compared to the results in Table 5. It is possible that the students' newly acquired knowledge of prosocial behaviors made them more consciously aware of when and how often the students exhibited those behaviors. That may be the reason for the slight decrease in the 'always' category, with an increase in 'sometimes' responses.

Table 10

Survey responses measuring a positive attitude toward self

Question	Site A			Site B			Site C		
	Always	Sometimes	Never	Always	Sometimes	Never	Always	Sometimes	Never
I like myself.	10	2	0	7	5	0	7	4	1
I am a good friend to others.	8	4	0	6	5	1	6	5	1
I get along with people in my class.	8	4	0	6	6	0	4	6	2
I listen to other people when they are talking.	9	3	0	8	3	1	9	1	2
I wait my turn when others are speaking.	8	4	0	6	5	1	8	2	2

The results for students measuring a positive attitude towards others, seen in Table 11, were similar to the results seen in Table 10. The majority of students at all three sites reported a positive attitude towards others in the 'always' or 'sometimes' category. When asked if students had a friend or whether they thought people loved them, the responses in the 'never' category increased. As noted in Chapter 2, the students were guided to follow the survey's format, but some students displayed difficulties even at the end of the intervention. This may have resulted in ambiguous results.

Table 11

Survey responses measuring a positive attitude towards others

Question	Site A			Site B			Site C		
	Always	Sometimes	Never	Always	Sometimes	Never	Always	Sometimes	Never
I have a friend.	8	3	1	9	3	0	8	2	2
I think people around me love me.	8	2	2	4	6	5	10	2	0
I like my class this year.	11	1	0	8	4	0	9	2	1

Table 12 shows how students responded to survey questions regarding their perception of group work and school in general. The responses were generally positive in all three sites, with a majority of students responding 'always' or 'sometimes'. Site A and B each had one student report 'never' liking school. Again, the results may be ambiguous or the students may have had a bad day at school.

Table 12

Survey responses measuring student's attitudes towards group work and school

Question	Site A			Site B			Site C		
	Always	Sometimes	Never	Always	Sometimes	Never	Always	Sometimes	Never
I like working in a group.	9	3	0	8	4	0	8	2	2
I like school this year.	11	0	1	8	3	1	9	3	0
I like working alone.	4	5	3	4	4	4	2	9	1

Perception of self, as seen in Table 13, became more positive after the intervention. Their negative perception of themselves and others decreased. There is a significant increase of students responding 'never' to items such as being mean, fighting, and others items being mean. Because the targeted students had difficulty completing the survey, the results are not conclusive. However, data from the other methods of assessment show that growth had occurred.

Table 13

Survey responses measuring a negative perception of self or others

Question	Site A			Site B			Site C		
	Always	Sometimes	Never	Always	Sometimes	Never	Always	Sometimes	Never
I am unkind or mean to other students.	1	3	8	0	1	11	2	4	6
I sometimes fight (yell or hit) to settle a problem.	2	1	9	1	3	8	2	4	6
Other students are mean or unkind to me.	2	5	5	1	5	6	0	3	9

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CONCLUSIONS AND RECOMMENDATIONS

Based on the presentation and analysis of the data collected using the observation sheets, MESSY, checklist, and survey, the students have shown a radical decrease in negative social behaviors that interfere with cooperative group work, completion of tasks, and academic growth. The data also shows a complementary increase in positive social behaviors that contribute to and support their ability to work effectively in cooperative learning groups.

Students communicated more effectively, supported each other in academic tasks, and spent more time on academic tasks, with reduced off-task behavior such as arguing, organizing, and trying to get others to cooperate. Data shows increased awareness of social problem solving and the ability to transfer problem solving skills to a variety of situations. Awareness of others' feelings increased to the point that students were able to respond appropriately in a variety of situations, and ensured that all members of a group were included and able to contribute. Interpersonal conflicts were solved on their own or as a group. Classroom teachers spent less time resolving problems and settling arguments. The students were happier and more comfortable in the classroom and in their cooperative groups as their knowledge of prosocial behaviors increased and became part of the daily environment.

These researchers, in advising other teachers and researchers, recommend without hesitation the direct teaching of prosocial behaviors and problem solving skills. We found that the entire classroom environment became more pleasant and supportive, discipline problems were

reduced, and students were more able to solve problems independently, whether working alone or in groups. Conventional wisdom tells us that many teachers hesitate to take 'academic' time to teach social skills. These researchers were also hesitant, but felt that the benefits outweighed any loss. Surprisingly, once social skills instruction became a normal part of the classroom routine, the lessons went quickly and took little extra time. Skills could be reinforced during any cooperative group activity, and less time was spent resolving students' interpersonal conflicts. The net result was so positive that the researchers felt no loss of academic time.

While our students became steadily more independent and cooperative in solving problems, we found that teacher expectations were a key ingredient to student success. For instance, during times when the teachers became preoccupied with report cards, or other administrative tasks, student performance of skills decreased. But, this could be changed by setting high expectations and facilitating the students in the use of their new skills. Consistency is the key to the continued success of the intervention.

Some unexpected results were increased student awareness of, and ability to, analyze literary plots. Story mapping, analyzing story problems and solutions within a story and identifying with a story character were much easier because the skills needed closely resembled interpersonal cognitive problem solving. Students became more adept at predicting and relating character's situations to their own, making literature studies more relevant and meaningful.

If the researchers were to recreate this study they would continue to teach social skills using the lesson plan they had developed and the B.U.I.L.D. format of cooperative learning. In data collection, the MESSY was found to be extremely useful and effective, both in determining social skills needed and in measuring growth. The teacher observation sheet was also extremely useful. We agreed that we would probably continue to use the observation sheets as a means of evaluating social skills growth, and as a way of communicating with parents regarding social skills development.

We would, however, change some things. The survey was effective in what it was meant to measure, but was not effective in its administration. The format would be altered to make it less difficult for students to track the appropriate line in response to each question. It might be broken into sections according to content of questions and given over several days, or the young students would be paired with an older student so that they could complete the survey individually.

The interview would also be revised. We would improve it by including more questions regarding group work and group relations. We would develop a specific problem situation and ask students to respond to it so that the measurement would be more consistent throughout the various sites. Questions would also be more specific to allow greater interrater reliability so that the answers would call for less interpretation and rephrasing on the part of the researcher. Questions would also be broken into two sections; things we expected to change through the

intervention, and things we wanted to know before designing the action plan, but did not expect to change through the intervention. Items regarding extracurricular activities fits this category. While we, as researchers, wished to know the extent of student involvement in extracurricular activities, we did not expect, nor claim, that the intervention would change this.

I Can Problem Solve (Shure, 1994) or any interpersonal cognitive problem solving program is recommended by the researchers. Site B had used the program for three years, which may have resulted in higher scores in the preintervention data and steadier growth throughout the intervention. The youngest students, at Site C, showed the greatest growth from the lowest starting points, in most areas. This could be viewed as proof that the greatest gains are seen in younger students who have fewer contradictory perceptions of the school setting. It is posited by the researchers that continual and consistent use of ICPS would produce the most long term growth. They recommend that others consider a study on the advantages of teaching interpersonal cognitive problem solving skills at higher grade levels. Other areas warranting further research include the effects of ICPS on mathematical problem solving and in aiding other academic areas. Certainly, the researchers noted and reported anecdotally that students were more aware of problems in materials presented and more interested in searching for solutions.

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APPENDICES

Appendix A

'82

The Matson Evaluation of Social Skills in Youngsters
MESSY

Matson's Evaluation of Social Skills with Youngsters was created by Johnny L. Matson. It is appropriate for children between the ages of 4 and 18. The MESSY used by the researchers consists of 64 items that measure appropriate and inappropriate social behaviors. The MESSY uses a four point rating scale, as opposed to the five point rating scale used and developed by the researchers. There is also a self rating form that can be used with children from third grade to high school. To order a copy of the MESSY, or for information regarding the reliability of the measure or any related materials, you may contact or consult: IDS Publishing, P.O. Box 389, Worthington, OH 43085

Pre

5th A. '83 1/2
Vivian

	A	B	C	D	E	F	G
1	**Question**	low				high	
2	**Miscellaneous**						
3	29	5	4	1	0	2	12
4	46	8	3	1	0	0	12
5	**Total**	13	7	2	0	2	24
6	**Positive Social Skills**	54	29	8	0	8	
7	1	2	6	1	3	0	12
8	10	0	2	6	3	1	12
9	18	2	2	5	2	1	12
10	19	0	5	1	3	3	12
11	25	1	2	4	5	0	12
12	26	0	0	4	2	6	12
13	28	1	2	4	0	5	12
14	31	2	3	3	3	1	12
15	33	0	3	5	4	0	12
16	34	1	6	3	1	1	12
17	37	0	1	8	1	2	12
18	39	1	2	7	2	0	12
19	40	0	7	4	1	0	12
20	41	0	4	7	1	0	12
21	42	0	2	2	6	1	11
22	45	0	6	6	0	0	12
23	47	2	5	3	2	0	12
24	49	0	3	2	3	4	12
25	50	0	1	3	4	4	12
26	51	0	0	4	3	5	12
27	54	1	3	4	3	1	12
28	55	0	3	2	6	1	12
29	56	3	5	4	0	0	12
30	59	0	5	3	4	0	12
31	**Total**	16	78	95	62	36	287
32	**Negative skills**	6	27	33	23	13	
33	2	8	1	1	2	0	12
34	3	5	3	3	0	1	12
35	4	4	0	2	5	1	12
36	5	6	3	1	2	0	12
37	6	2	4	4	0	2	12
38	7	9	2	1	0	0	12
39	8	7	2	3	0	0	12
40	9	12	0	0	0	0	12
41	11	6	2	1	3	0	12
42	12	5	4	2	1	0	12

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Site A 184 9/2
Vivian

	A	B	C	D	E	F	G
43	13	6	2	2	2	0	12
44	14	3	4	1	4	0	12
45	15	10	2	0	0	0	12
46	16	11	0	1	0	0	12
47	17	9	1	1	0	1	12
48	20	5	3	2	2	0	12
49	21	7	3	1	1	0	12
50	22	4	3	4	0	1	12
51	23	5	1	4	2	0	12
52	24	5	2	2	2	1	12
53	27	2	3	2	3	2	12
54	30	4	4	2	2	0	12
55	32	3	3	5	1	0	12
56	35	8	0	3	1	0	12
57	36	2	3	3	4	0	12
58	38	2	2	2	5	1	12
59	43	8	2	2	0	0	12
60	44	4	1	2	3	2	12
61	48	4	5	2	1	0	12
62	52	5	5	2	0	0	12
63	53	5	2	3	2	0	12
64	57	4	4	2	2	0	12
65	58	2	4	5	1	0	12
66	60	4	5	2	1	0	12
67	61	7	4	0	1	0	12
68	62	2	3	2	5	0	12
69	63	9	3	0	0	0	12
70	64	3	3	6	0	0	12
71	**Total**	207	98	81	58	12	456
		45	21	18	13	3	

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Site B 85 1/2
Kaun

	A	B	C	D	E	F	G
1	**Question**	low				high	
2	**Miscellaneous**						
3	29	2	3	4	2	1	12
4	46	0	1	5	4	2	12
5	**Total**	2	4	9	6	3	24
6	**Positive Social Skills**	8	17	38	25	13	
7	1	2	4	3	2	1	12
8	10	0	4	6	1	1	12
9	18	2	1	5	1	3	12
10	19	0	4	4	3	1	12
11	25	1	1	5	5	0	12
12	26	0	5	3	4	0	12
13	28	0	0	3	5	4	12
14	31	0	2	1	6	3	12
15	33	1	7	2	1	1	12
16	34	4	6	2	0	0	12
17	37	2	2	5	3	0	12
18	39	0	3	4	5	0	12
19	40	3	6	0	2	1	12
20	41	0	2	3	3	4	12
21	42	2	1	2	3	4	12
22	45	1	0	4	3	4	12
23	47	1	2	3	4	2	12
24	49	2	1	3	0	6	12
25	50	0	3	1	5	3	12
26	51	0	2	2	3	5	12
27	54	1	3	4	3	2	13
28	55	0	1	2	5	4	12
29	56	4	5	0	2	1	12
30	59	3	4	1	3	1	12
31	**Total**	29	69	68	72	51	289
32	**Negative skills**	10	24	24	25	18	
33	2	7	2	2	1	0	12
34	3	4	4	2	2	0	12
35	4	2	1	3	1	5	12
36	5	1	4	2	3	2	12
37	6	3	2	1	2	4	12
38	7	4	5	1	2	0	12
39	8	7	2	2	0	1	12
40	9	10	2	0	0	0	12
41	11	5	5	1	0	1	12
42	12	5	2	3	1	1	12

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Site B '86
Karen 2/2

	A	B	C	D	E	F	G
43	13	2	2	2	2	4	12
44	14	2	4	1	1	4	12
45	15	8	0	3	1	0	12
46	16	4	5	0	3	0	12
47	17	9	3	0	0	0	12
48	20	6	1	3	2	0	12
49	21	9	1	2	0	0	12
50	22	4	3	3	2	0	12
51	23	3	4	2	1	2	12
52	24	1	3	2	3	3	12
53	27	0	4	2	3	3	12
54	30	2	5	1	2	2	12
55	32	2	4	3	2	1	12
56	35	9	0	0	2	1	12
57	36	5	2	2	2	1	12
58	38	4	3	0	3	2	12
59	43	3	1	6	2	0	12
60	44	5	3	1	0	3	12
61	48	2	4	1	1	4	12
62	52	7	2	1	1	1	12
63	53	3	4	1	2	2	12
64	57	4	5	1	2	0	12
65	58	5	4	2	0	1	12
66	60	10	1	1	0	0	12
67	61	1	5	3	0	3	12
68	62	3	5	2	0	2	12
69	63	8	3	0	0	1	12
70	64	5	4	1	0	2	12
71	Total	174	114	63	49	56	456
		38	25	14	11	12	

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Site C 1/2
Kanyn

87

	A	B	C	D	E	F	G
1	**Question**	low				high	
2	**Miscellaneous**						
3	29	8	2	1	1	0	12
4	46	5	2	4	1	0	12
5	**Total**	13	4	5	2	0	24
6	**Positive Social Skills**	54	17	21	8	0	
7	1	3	3	4	2	0	12
8	10	4	2	5	1	0	12
9	18	8	1	2	1	0	12
10	19	7	2	2	1	0	12
11	25	8	4	0	0	0	12
12	26	0	5	6	1	0	12
13	28	5	3	1	2	1	12
14	31	0	4	1	6	1	12
15	33	1	3	5	3	0	12
16	34	4	3	5	0	0	12
17	37	3	2	5	1	1	12
18	39	9	2	1	0	0	12
19	40	8	1	2	1	0	12
20	41	1	1	6	4	0	12
21	42	4	1	3	3	1	12
22	45	8	3	1	0	0	12
23	47	3	2	3	4	0	12
24	49	3	1	1	2	5	12
25	50	5	3	1	2	1	12
26	51	2	3	6	1	0	12
27	54	8	2	2	0	0	12
28	55	6	2	3	1	0	12
29	56	10	2	0	0	0	12
30	59	5	2	4	1	0	12
31	Total	115	57	69	37	10	288
32	Negative skills	40	20	24	13	3	
33	2	7	2	0	2	1	12
34	3	8	1	2	1	0	12
35	4	2	0	2	4	4	12
36	5	6	0	4	1	1	12
37	6	2	0	2	2	6	12
38	7	2	1	2	4	3	12
39	8	7	2	1	2	0	12
40	9	6	2	1	3	0	12
41	11	7	2	1	2	0	12
42	12	5	3	2	2	0	12

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Karyn 3/2 Silk C

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	A	B	C	D	E	F	G
43	13	1	1	4	3	3	12
44	14	2	3	2	1	4	12
45	15	8	3	1	0	0	12
46	16	1	3	2	6	0	12
47	17	9	1	0	2	0	12
48	20	2	4	3	2	1	12
49	21	4	2	4	2	0	12
50	22	4	2	6	0	0	12
51	23	4	1	3	3	1	12
52	24	4	4	0	4	0	12
53	27	2	3	5	2	0	12
54	30	4	2	4	2	0	12
55	32	0	3	4	4	1	12
56	35	5	3	0	3	1	12
57	36	7	2	3	0	0	12
58	38	4	1	0	4	3	12
59	43	9	2	0	0	1	12
60	44	4	2	2	4	0	12
61	48	1	1	2	5	3	12
62	52	4	0	1	6	1	12
63	53	7	2	1	2	0	12
64	57	9	0	1	2	0	12
65	58	9	1	0	2	0	12
66	60	3	5	2	2	0	12
67	61	6	2	4	0	0	12
68	62	6	1	2	3	0	12
69	63	6	1	2	1	2	12
70	64	4	2	3	0	3	12
71	Total	181	70	78	88	39	456

40% 15 17 19 08

671/471

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Post A

-89

	A	B	C	D	E	F	G
1	**Question**	low				high	
2	**Miscellaneous**						
3	29	10	2	0	0	0	12
4	46	8	2	1	1	0	12
5	**Total**	18	4	1	1	0	24
6	**Positive Social Skills**	75	7	-	-	0	
7	1	3	0	3	4	2	12
8	10	1	1	2	5	3	12
9	18	1	2	4	4	1	12
10	19	0	0	0	4	8	12
11	25	0	1	3	2	6	12
12	26	0	0	3	0	9	12
13	28	0	0	4	4	4	12
14	31	0	3	0	5	4	12
15	33	1	3	2	4	2	12
16	34	0	1	3	5	3	12
17	37	1	0	1	5	5	12
18	39	0	1	3	8	0	12
19	40	1	2	2	6	1	12
20	41	0	1	3	5	3	12
21	42	0	0	2	6	4	12
22	45	1	1	6	4	0	12
23	47	1	0	4	5	2	12
24	49	1	2	4	3	2	12
25	50	0	1	3	2	6	12
26	51	0	1	1	1	9	12
27	54	0	1	5	5	1	12
28	55	1	4	5	1	1	12
29	56	1	2	2	7	0	12
30	59	0	1	3	4	4	12
31	**Total**	13	28	68	99	80	288
32	**Negative skills**	5	10	-	-	-	
33	2	12	0	0	0	0	12
34	3	6	6	0	0	0	12
35	4	4	5	2	1	0	12
36	5	7	5	0	0	0	12
37	6	5	5	2	0	0	12
38	7	11	1	0	0	0	12
39	8	10	2	0	0	0	12
40	9	11	0	0	0	1	12
41	11	11	1	0	0	0	12
42	12	5	5	2	0	0	12

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Post A

.90

	A	B	C	D	E	F	G
43	13	11	1	0	0	0	12
44	14	7	4	1	0	0	12
45	15	10	2	0	0	0	12
46	16	12	0	0	0	0	12
47	17	11	0	1	0	0	12
48	20	5	3	4	0	0	12
49	21	11	1	0	0	0	12
50	22	10	1	1	0	0	12
51	23	8	3	1	0	0	12
52	24	10	2	0	0	0	12
53	27	5	4	3	0	0	12
54	30	5	6	1	0	0	12
55	32	6	5	1	0	0	12
56	35	12	0	0	0	0	12
57	36	5	5	2	0	0	12
58	38	6	2	3	1	0	12
59	43	8	2	1	1	0	12
60	44	4	5	2	0	1	12
61	48	10	1	1	0	0	12
62	52	10	2	0	0	0	12
63	53	7	2	2	1	0	12
64	57	10	1	1	0	0	12
65	58	6	5	0	1	0	12
66	60	9	1	2	0	0	12
67	61	9	1	1	1	0	12
68	62	7	3	0	2	0	12
69	63	7	3	0	2	0	12
70	64	4	3	4	1	0	12
71	**Total**	307	98	38	11	2	456

67 : 5 = 71

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Dyad B

	A	B	C	D	E	F	G
1	**Question**	low				high	
2	**Miscellaneous**						
3	29	5	6	1	0	0	12
4	46	5	4	3	0	0	12
5	**Total**	10	10	4	0	0	24
6	**Positive Social Skills**	42	42	16			
7	1	0	1	7	4	0	12
8	10	0	0	1	5	6	12
9	18	0	0	1	7	4	12
10	19	0	0	1	2	9	12
11	25	0	1	1	2	8	12
12	26	0	0	1	4	7	12
13	28	0	0	0	2	10	12
14	31	0	0	4	4	4	12
15	33	0	0	0	4	8	12
16	34	0	0	0	8	4	12
17	37	0	0	0	4	8	12
18	39	0	0	0	11	1	12
19	40	0	0	5	1	6	12
20	41	0	0	0	0	12	12
21	42	0	1	2	3	6	12
22	45	1	0	3	4	4	12
23	47	0	0	0	2	10	12
24	49	2	3	4	1	2	12
25	50	0	0	0	4	8	12
26	51	0	0	0	3	9	12
27	54	0	0	0	6	6	12
28	55	0	2	5	4	1	12
29	56	0	1	4	4	3	12
30	59	0	0	4	3	5	12
31	**Total**	3	9	43	92	141	288
32	**Negative skills**	1	3	15	32	49	
33	2	10	2	0	0	0	12
34	3	6	4	2	0	0	12
35	4	6	3	3	0	0	12
36	5	9	3	0	0	0	12
37	6	3	4	5	0	0	12
38	7	12	0	0	0	0	12
39	8	10	2	0	0	0	12
40	9	12	0	0	0	0	12
41	11	11	1	0	0	0	12
42	12	7	5	0	0	0	12

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Dad B

92

		A	B	C	D	E	F	G
43	13		4	8	0	0	0	12
44	14		3	5	1	3	0	12
45	15		12	0	0	0	0	12
46	16		12	0	0	0	0	12
47	17		11	1	0	0	0	12
48	20		9	3	0	0	0	12
49	21		11	1	0	0	0	12
50	22		10	2	0	0	0	12
51	23		7	5	0	0	0	12
52	24		6	6	0	0	0	12
53	27		6	3	2	1	0	12
54	30		10	2	0	0	0	12
55	32		8	4	0	0	0	12
56	35		10	1	1	0	0	12
57	36		10	2	0	0	0	12
58	38		4	5	3	0	0	12
59	43		11	1	0	0	0	12
60	44		8	3	1	0	0	12
61	48		2	9	1	0	0	12
62	52		9	3	0	0	0	12
63	53		9	3	0	0	0	12
64	57		11	1	0	0	0	12
65	58		10	1	1	0	0	12
66	60		12	0	0	0	0	12
67	61		6	5	1	0	0	12
68	62		9	3	0	0	0	12
69	63		11	1	0	0	0	12
70	64		8	3	1	0	0	12
71	**Total**		325	105	22	4	0	456

71 23 5 1

Post C

	A	B	C	D	E	F	G
1	**Question**	low				high	
2	**Miscellaneous**						
3	29	8	3	1	0	0	12
4	46	8	4	0	0	0	12
5	**Total**	16	7	1	0	0	24
6	**Positive Social Skills**						
7	1	1	2	3	4	2	12
8	10	0	3	2	5	2	12
9	18	2	1	6	1	2	12
10	19	0	2	3	4	3	12
11	25	2	7	2	1	0	12
12	26	0	1	3	5	3	12
13	28	1	1	1	4	5	12
14	31	0	2	3	5	2	12
15	33	1	0	6	4	1	12
16	34	0	3	3	4	2	12
17	37	3	5	2	2	0	12
18	39	2	0	4	4	2	12
19	40	1	3	1	5	2	12
20	41	0	0	3	6	3	12
21	42	1	2	8	1	0	12
22	45	1	1	6	3	1	12
23	47	0	1	3	7	1	12
24	49	1	1	5	2	3	12
25	50	0	0	2	3	7	12
26	51	0	2	4	3	3	12
27	54	3	3	3	2	1	12
28	55	4	3	2	1	2	12
29	56	2	3	3	3	1	12
30	59	0	1	5	4	2	12
31	Total	25	47	83	83	50	288
32	Negative skills						
33	2	10	0	1	1	0	12
34	3	8	3	1	0	0	12
35	4	4	1	4	1	2	12
36	5	9	2	0	1	0	12
37	6	2	6	3	1	0	12
38	7	6	3	2	1	0	12
39	8	8	3	1	0	0	12
40	9	9	3	0	0	0	12
41	11	8	3	1	0	0	12
42	12	7	2	2	1	0	12

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Post C -94

	A	B	C	D	E	F	G
43	13	2	3	6	0	1	12
44	14	2	6	2	1	1	12
45	15	11	1	0	0	0	12
46	16	4	2	5	1	0	12
47	17	12	0	0	0	0	12
48	20	10	1	1	0	0	12
49	21	8	3	1	0	0	12
50	22	8	2	2	0	0	12
51	23	6	3	3	0	0	12
52	24	3	6	3	0	0	12
53	27	4	3	4	0	1	12
54	30	9	2	1	0	0	12
55	32	4	6	1	1	0	12
56	35	8	3	1	0	0	12
57	36	8	3	1	0	0	12
58	38	6	1	5	0	0	12
59	43	11	1	0	0	0	12
60	44	5	3	3	1	0	12
61	48	7	2	3	0	0	12
62	52	5	6	1	0	0	12
63	53	8	2	1	1	0	12
64	57	10	2	0	0	0	12
65	58	10	1	1	0	0	12
66	60	10	1	1	0	0	12
67	61	12	0	0	0	0	12
68	62	6	3	3	0	0	12
69	63	10	2	0	0	0	12
70	64	5	4	3	0	0	12
71	Total	275	98	67	11	5	456

61 x 5 = 1

Directions: Spend a few minutes setting the student at ease before beginning. This is NOT a test, and students should not feel pressure to answer with "what the teacher wants to hear." They should be encouraged to be honest and reassured that this will not affect their classroom treatment, teacher opinion, or grade.

1. What are your favorite things to do?
2. What classes or sports are you enrolled in?
3. What happens when there's a disagreement there?
4. What do you do if there's a person there who can't do it well? (strikes out at bat, misses a basket, doesn't draw well)
5. What do you like to do when you're by yourself?
6. What do you do/feel when someone bothers you then?
7. What do you do when you're playing a game and someone doesn't get their way?
8. What have you learned from your friends?
9. What have you done that makes you feel good about yourself?

Student Interview

Site a
pre
added
and completed

Directions: Spend a few minutes setting the student at ease before beginning. This is NOT a test, and students should not feel pressure to answer with "what the teacher wants to hear." They should be encouraged to be honest and reassured that this will not affect their classroom treatment, teacher opinion, or grade.

1. What are your favorite things to do?
   Indiv | 1/1 (33%) Group |||| 1/1 (67%)
2. What classes or sports are you enrolled in?
   Enrolled |||| 1/1 (75%) Not Enrolled 1/1 (25%)
3. What happens when there's a disagreement there?
4. What do you do if there's a person there who can't do it well? (strikes out at bat, misses a basket, doesn't draw well)
5. What do you like to do when you're by yourself?
6. What do you do/feel when someone bothers you then?
7. What do you do when you're playing a game and someone doesn't get their way?
   Problem Solving |||| 1/1 (75%) Ask for 1/1 (25%)
8. What have you learned form your friends?
   Peers |||| 1 (50%) Indiv activ |||| 1 (50%)
9. What have you done that makes you feel good about yourself?
   Inter |||| (42%) Intra |||| 11 (58%)

Interview B

filled and completed

Student Interview

Directions: Spend a few minutes setting the student at ease before beginning. This is NOT a test, and students should not feel pressure to answer with "what the teacher wants to hear." They should be encouraged to be honest and reassured that this will not affect their classroom treatment, teacher opinion, or grade.

1. What are your favorite things to do?

Art 1111 33% Group 11111 67%

2. What classes or sports are you enrolled in?

Enrolled 1111 50% Not Enrolled 1111 50%

3. What happens when there's a disagreement there?

4. What do you do if there's a person there who can't do it well? (strikes out at bat, misses a basket, doesn't draw well)

5. What do you like to do when you're by yourself?

6. What do you do/feel when someone bothers you then?

7. What do you do when you're playing a game and someone doesn't get their way?

Problem Solving 11111 11 58% Ask 3 1111 42%

8. What have you learned form your friends?

Peers 11111 11111 83% Art 11 17%

9. What have you done that makes you feel good about yourself?

Artist 11111 11 58% Artist 1111 42%

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Site i '98

Student Interview

file validated and completed

Directions: Spend a few minutes setting the student at ease before beginning. This is NOT a test, and students should not feel pressure to answer with "what the teacher wants to hear." They should be encouraged to be honest and reassured that this will not affect their classroom treatment, teacher opinion, or grade.

1. ~~What~~ are your favorite ~~things to do~~?
Indiv. ||||-|||| (75%) Group ||| (25%)
2. What classes or ~~sports~~ are you ~~enrolled~~ in?
Science || (17%) Not English |||-||| (83%)
3. What happens when there's a disagreement there?
4. What do you do if there's a person there who can't do it well? (strikes out at bat, misses a basket, doesn't draw well)
5. What do you like to do when you're ~~by yourself~~?
6. What do you do/feel when someone bothers you then?
7. What do you do when you're playing a game and someone doesn't get their way?
Problem Solving |||-| (50%) Lack of |||-| (50%)
8. What have you learned form your friends?
People |||-|| (58%) Individualism |||- (42%)
9. What have you done that makes you feel good about yourself?

Sister |||-| (50%)

Extra |||-| (50%)

Student Interview

Site A post

Directions: Spend a few minutes setting the student at ease before beginning. This is NOT a test, and students should not feel pressure to answer with "what the teacher wants to hear." They should be encouraged to be honest and reassured that this will not affect their classroom treatment, teacher opinion, or grade.

1. What are your favorite things to do?

Indiv ||||| | 50% Group ||||| | 50%

2. What classes or sports are you enrolled in?

Enrolled ||||| ||||| 83% Not Enrolled || 17%

3. What happens when there's a disagreement there?

4. What do you do if there's a person there who can't do it well? (strikes out at bat, misses a basket, doesn't draw well)

5. What do you like to do when you're by yourself?

6. What do you do/feel when someone bothers you then?

7. What do you do when you're playing a game and someone doesn't get their way?

Problem Solving ||||| ||| 67% Back off |||| 33%

8. What have you learned form your friends?

Peers learning ||||| ||||| | 94% Indiv learning | 6%

9. What have you done that makes you feel good about yourself?

Inter ||| 25% Intra ||||| |||| 75%

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Site B 100

Student Interview

post

talked and completed 3-2

Directions: Spend a few minutes setting the student at ease before beginning. This is NOT a test, and students should not feel pressure to answer with "what the teacher wants to hear." They should be encouraged to be honest and reassured that this will not affect their classroom treatment, teacher opinion, or grade.

1. What are your favorite things to do?

58% Indiv | IIII II — Group | IIII — 42%

2. What classes or sports are you enrolled in?

Enrolled | IIII III — Not Enrolled | IIII

3. What happens when there's a disagreement there?

4. What do you do if there's a person there who can't do it well? (strikes out at bat, misses a basket, doesn't draw well)

5. What do you like to do when you're by yourself?

6. What do you do/feel when someone bothers you then?

7. What do you do when you're playing a game and someone doesn't get their way?

50% Problem Solving | IIII — Ask for help | IIII — 50%

8. What have you learned form your friends?

Peers learning | IIII IIII — 83% — Academic Learning | II — 17%

9. What have you done that makes you feel good about yourself?

Indiv | IIII II — 58% — Group | IIII — 42%

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Student Interview

Directions: Spend a few minutes setting the student at ease. This is NOT a test, and students should not feel pressure to answer with "what the teacher wants to hear." They should be encouraged to be honest and reassured that this will not affect their classroom treatment, teacher opinion, or grade.

What are your favorite things to do?

What classes or sports are you enrolled in?

What do you like to do when you're by yourself?

What do you like to do with other people?

What do you do when you don't get your way when you're playing with others?

What do your friends do when that happens?

Tell me something you learned, either at home or at school, from another student.

What have you done that makes you feel good about yourself?

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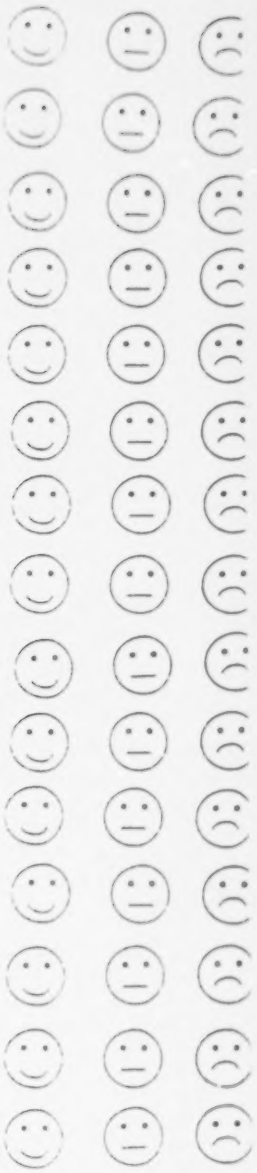
STUDENT SURVEY

1. I like myself.
2. I have a friend.
3. I am a good friend to others.
4. I think people around me love me.
5. I get along with people in my class.
6. I like working with a group.
7. I am unkind or mean to other students.
8. I think I behave the same at home and at school.
9. I sometimes have to fight (yell and hit) to settle a problem.
10. I like school this year.
11. Other students are mean or unkind to me.
12. I listen to other people when they are talking.
13. I like my class this year.
14. I wait my turn when others are speaking.
15. I like working alone.



Site A Pre

Question	Always	Sometimes	Never	A	S	N
I like myself.	3 (30%)	7 (70%)		30	70	
I have a friend.	10			100		
I am a good friend to others.	6	4		60	40	
I think people around me love me.	8	3		72	27	
I get along with people in my class.	10	2		83	17	
I like working with a group.	5	6		45	55	
I am unkind or mean to other students.	2	5	4	18	45	
I think I behave the same at home and at school.	3	5	2	30	50	2
I sometimes have to fight (yell and hit) to settle a problem.	2	3	4	22	33	4
I like school this year.	11	1		92	8	
Other students are mean or unkind to me.	2	3	6	18	27	5
I listen to other people when they are talking.	9	2		81	19	
I like my class this year.	6	4		60	40	
I wait my turn when others are speaking.	6	3	1	60	30	1
I like working alone.	4	3	3	40	30	3

Questions with multiple or ambiguous responses were not counted. Not all students answered all questions.

All % ages rounded to nearest full point.

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Site L Pre

Question	Always	Sometimes	Never
I like myself.	3	8	1
I have a friend.	11	1	0
I am a good friend to others.	9	3	0
I think people around me love me.	4	6	2
I get along with people in my class.	8	4	0
I like working with a group.	7	5	0
I am unkind or mean to other students.	2	4	6
I think I behave the same at home and at school.	4	4	2
I sometimes have to fight (yell and hit) to settle a problem.	1	6	5
I like school this year.	6	5	1
Other students are mean or unkind to me.	3	4	4
I listen to other people when they are talking.	8	4	0
I like my class this year.	9	2	1
I wait my turn when others are speaking.	9	3	0
I like working alone.	3	4	4

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Question	Always	Sometimes	Never
I like myself.	11	0	0
I have a friend.	7	4	
I am a good friend to others.	6	5	
I think people around me love me.	11	1	
I get along with people in my class.	11		1
I like working with a group.	9	1	2
I am unkind or mean to other students.	6	1	4
I think I behave the same at home and at school.	8		4
I sometimes have to fight (yell and hit) to settle a problem.	3	2	6
I like school this year.	10	1	5
Other students are mean or unkind to me.	5	3	4
I listen to other people when they are talking.	9	2	1
I like my class this year.	11	1	
I wait my turn when others are speaking.	10	1	1
I like working alone.	4	5	3

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Site A Post

% change

A S N

+53 -53 0

Question	Always	Sometimes	Never	A	S	N
I like myself.	16	2		83	17	
I have a friend.	8	3	1	67	25	8
I am a good friend to others.	8	4		67	33	
I think people around me love me.	8	2	2	67	17	17
I get along with people in my class.	8	4		67	33	
I like working with a group.	9	3		75	25	
I am unkind or mean to other students.	1	3	8	8	25	67
I think I behave the same at home and at school.	4	6	2	33	50	17
I sometimes have to fight (yell and hit) to settle a problem.	2	1	9	17	8	75
I like school this year.	11		1	92		
Other students are mean or unkind to me.	2	5	5	17	42	42
I listen to other people when they are talking.	9	3		75	25	
I like my class this year.	11	1		92	8	
I wait my turn when others are speaking.	8	4		67	33	
I like working alone.	4	5	3	33	42	25

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Site B Post

107

Question	Always	Sometimes	Never	A %	S %	N
I like myself.	7	5	0	58	42	0
I have a friend.	9	3	0	75	25	0
I am a good friend to others.	6	5	1	50	42	8
I think people around me love me.	4	6	2	33	50	1
I get along with people in my class.	6	6	0	50	50	0
I like working with a group.	8	4	0	67	42	0
I am unkind or mean to other students.	0	1	11	0	8	9
I think I behave the same at home and at school.	4	6	2	42	50	1
I sometimes have to fight (yell and hit) to settle a problem.	1	3	8	8	25	6
I like school this year.	8	3	1	67	25	8
Other students are mean or unkind to me.	1	5	6	8	42	5
I listen to other people when they are talking.	8	3	1	67	25	8
I like my class this year.	8	4	0	67	33	0
I wait my turn when others are speaking.	6	5	1	50	42	8
I like working alone.	4	4	4	33	33	3

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Site C Post

Question	Always	Sometimes	Never
I like myself.	7	4	1
I have a friend.	8	2	2
I am a good friend to others.	6	5	1
I think people around me love me.	9	2	
I get along with people in my class.	4	6	2
I like working with a group.	7	2	2
I am unkind or mean to other students.	2	4	6
I think I behave the same at home and at school.	2	8	
I sometimes have to fight (yell and hit) to settle a problem.	2	5	6
I like school this year.	9	3	
Other students are mean or unkind to me.		3	9
I listen to other people when they are talking.	2	6	4
I like my class this year.	9	2	1
I wait my turn when others are speaking.	4	6	2
I like working alone.	2	9	1

QUICK REFERENCE: SAMPLE COOPERATIVE LESSON PLANNER*

	B	U	I	L	D	
	Build in High-Order Thinking	**U**nite Teams	**I**nsure Individual Learning	**L**ook Over & Discuss	**D**evelop Social Skills	
	Problem Solving Decision Making Creative Ideation	***Build Trust & Teamwork***	***Insure Individual Learning & Responsibility***	***Plan, Monitor & Evaluate***	***Communication Leadership Conflict Resolution***	
1	Critical and creative thinking *p. 182*	Bonding and group identity *p. 35*	Assigned roles *p. 6*	Goal setting *p. 36*	Paraphrase *p. 78*	I hear I see...
2	3-to-1 technique *p. 7*	Shared materials *p. 8*	Quiz *p. 228*	P.M.I. *p. 131*	Affirm *p. 57*	That's a good idea
3	Problem solving *p. 122*	Single product *p. 7*	Random responses *p. 233*	Human graph *p. 147*	Clarify *p. 82*	Tell me more!
4	Decision making *p. 147*	Jigsaw *p. 34*	Individual application *p. 234*	Teacher observation sheet *p. 66*	Test options *p. 50*	What else?
5	Fat & skinny questions *p. 88*	Lottery *p. 16*	Individual grades *p. 230*	Student observer feedback *p. 49*	Sense tone *p. 80*	That feels___
6	Application *p. 92*	Bonus points *p. 231*	Signature. I agree! I understand! *p. 7*	Success award *p. 16*	Encourage others *p. 57*	No put-downs!
7	*p. 268* Transfer within/across/into	Group grade *p. 231*	Round robin (Wraparound) *p. 234*	Log entry *p. 228*	Accept others' ideas *p. 145*	Set DOVE guidelines
8	Graphic organizers *p. 107*	Group reward *p. 49*	Homework *p. 37*	Individual transfer or application *p. 233*	T-chart *p. 48*	Looks like Sounds like
9	Metacognitive exercises *p. 264*	Consensus *p. 142*	Bonus points *p. 231*	Team ad *p. 228*	Disagree with ideas not people *p. 140*	Other point of view
10	Making metaphors *p. 195*	Extended projects *p. 228*	Expert jigsaw *p. 234*	Mrs. Potter's questions *p. 43*	Reach consensus *p. 142*	5 to fist

QUICK REFERENCE: COOPERATIVE LESSON PLANNING

	B	U	I	L	D
	Build in High-Order Thinking	**U**nite Teams	**I**nsure Individual Learning	**L**ook Over & Discuss	**D**evelop Social Skills
	Problem Solving Decision Making Creative Ideation	*Build Trust & Teamwork*	*Insure Individual Learning & Responsibility*	*Plan, Monitor & Evaluate*	*Communication Leadership Conflict Resolution*
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

BLACKLINE MASTER
Blueprints for Thinking in the Cooperative Classroom

110

Dear Parents,

As you may know, I am currently involved in a Field Based Masters Program through St. Xavier's University. The field based program is different from other masters programs because the things I have learned are immediately put to use in my classroom. Using the techniques has been a joyful and enriching experience. The students are more motivated and have become more critical and creative thinkers.

As part of the program this year I will be completing a research project. My teammates (in the field based program) and I will conduct the research for the first eighteen weeks of the school year. We will study how well students work together in small groups. The students will participate in social-skills activities that help them develop leadership and problem-solving skills.

I will be keeping records and observing students' behaviors that will help me see how effective these activities are at increasing students ability to work together. Participation is voluntary and students will not be identified in any way. Learning opportunities and grades will not be affected if you choose not to participate.

Please sign and return the attached permission form as soon as possible. I will be happy to discuss this further with you if you have any questions or concerns before or after signing. Please feel free to contact me before or after school.

I, the parent/legal guardian of the minor named below, acknowledge that the investigator has explained to me the need for this research, identified the risks involved, and offered to answer any questions I may have about the nature of my child's participation. I freely and voluntarily consent to my child's participation in this study. I understand all information gathered during the interview will be completely confidential. I also understand that I may keep a copy of this consent form for my own information.

_____
Student Name

_____ _____
Signature of Parent/Legal Guardian Date

_____
Witness (Signature)

Appendix D

I Can Problem Solve, An Interpersonal
Cognitive Problem Solving Program

I Can Problem Solve: An Interpersonal Cognitive Problem Solving Program is available for preschool, elementary grades, intermediate grades, and high school. It can be ordered through Research Press. If you would like more information regarding the effectiveness of the program, such as immediate and long-term scientific studies, measures of alternative solution skills and consequential thinking skills, you may contact Dr. Myrna Shure at Allegheny University of Health Sciences, Broad & Vine MS-626, Philadelphia, PA 19102

"ME"- Bag
Get to Know You Aotivity

This student-centered activity is one way students can learn about their classmates. The students are instructed to select three items of significance to them. The special belongings will be put into a large paper bag, that will be decorated by the student. Decorations will reflect students' interests and hobbies. Once the bags are decorated, the students' personal belongings are placed into the bag. The teacher pairs students at random and they will share their belongings. As one student listens, the other explains why the item is significant to him. After about ten minutes of sharing, the partners select one thing from their individual bags. The students' role is to explain a little bit about their partner's special item to the rest of the class. This activity encourages respect, good listening and communication.

Dear Parents,

After a restful summer, I am excited to be back in school. I have had the pleasure of meeting some of the children prior to their entry in second grade. Many of the children already know each other. However, I'd like for all the children to get to know one another and build a friendly classroom atmosphere.

In order to create friendships, the first few weeks of school we will be doing "Getting to Know You Activities". One of the activities requires your child to bring three items significant to him/her. The belongings must be smaller than a brown paper grocery bag. Please have your child bring their special belongings by Thursday Sept. 10th.

I look forward to meeting you.

Sincerely,

Queridos Padres,

Despues de un relajante verano, estoy muy contenta de estar de regreso al colegio. He tenido el placer de conocer algunos de los ninos antes de que ellos iniciaran su segundo grado. Muchos de los ninos se conocen ya entre si simembargo me gustaria que todos ellos se conocieran y establecieran las mejores relaciones de amigos en clase para que haya una buena atmosfera. Para fomentar esta atmosfera de amistad, los ninos estaran haciendo actividades especiales las primeras semanas de escuela llamadas "conociendo tus actividades." Una de las actividades requiere tres cosas que tengan un gran significado para el/ella. Las pertenencias (juguetes de los ninos, libros, puppets) deben ser pequenos y que quepan en una bolsa de papel cape (como en las que se guardan los sanwichs). Favor de asegurarse que su nino traiga su pertenencia especial para el **Jueves Septiembre 10th.**

Sinceramente

Classroom Identity Puzzle
"We All Fit Together"

One of the most enjoyable and beneficial activities I do at the beginning of the year is a classroom puzzle. It is an easy, creative activity that gives me a first look at fine motor skills, student self-perception and allows children to interact positively in addition to building group identity.

Goal: To form group identity by creating a group project form individual components.

Procedures:

- Cut 2 large pieces of butcher paper, one for the puzzle, and one for the backing. The size is determined by the size and number of puzzle pieces you want.
- Draw jagged, "puzzle" lines to divide the pieces. It works best if you make them all different, rather than just wavy, so that children can see which pieces go together by the contours of the piece.
- Mark a black dot with a marker at the top of each piece, and cut them apart.
- Give each student, teacher, and assistant who works in the room a puzzle piece.
- Have them draw a full-body self-portrait in the puzzle piece, using as much space as possible (no 2" people in an 8" space, please). They should draw themselves exactly as they look today, with the dot at the top of the puzzle.
- Students who finish early can color a border around the edges of their piece and write their name on it.
- **Remediation**-BEFORE ASSEMBLING THE PUZZLE, check that all students have drawn themselves upright, with the dot at the top of the puzzle piece. If they haven't, they'll be upside down or sideways in the puzzle. Trace the outline of their piece onto another sheet of paper so they can redo it, and it will still fit into the puzzle.
- Students work together as a large group to put it together. Monitor the activity to ensure no one student takes charge, but that all cooperate. Emphasize that this could not be completed without everyone's assistance.
- Display the finished puzzle, glued to the backing paper for stability, in the classroom or hallway under the legend "We All Fit Together" and listen to the comments and conversations it generates!

--kba

Me-Shirt

Decorate your shirt to tell all about you. Use words and pictures. Remember to write your name!

Name _____ Skill: Self-esteem

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I'm Special and You Are, Too

Write your answers. Look for people who have the same answers. Have them write their names next to your answers.

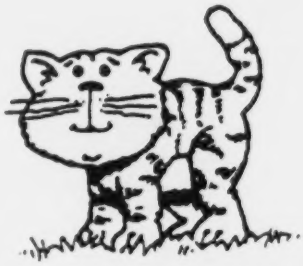
	My Answer	Name
1. Hair color		
2. Middle name		
3. Favorite food		
4. Number of sisters		
5. Number of brothers		
6. Favorite color		
7. Birthday month		
8. Hobby		

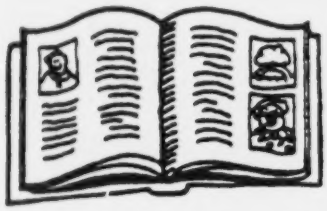
Brainwork! Write the name of a friend. Tell why that person makes a good friend.

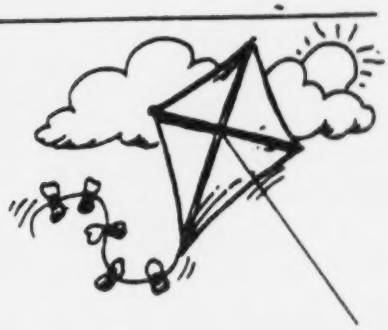
Name _____ Skill: Oral language

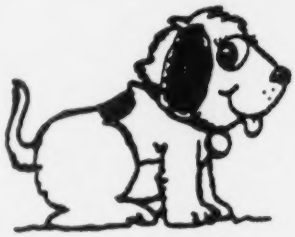
My Friends

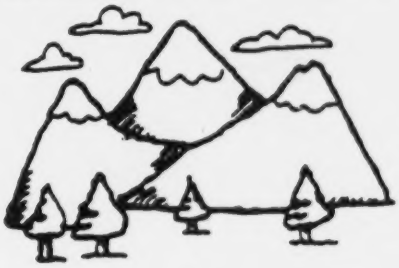
Find friends who like to do the activities shown. Have two of them sign their names under each picture.







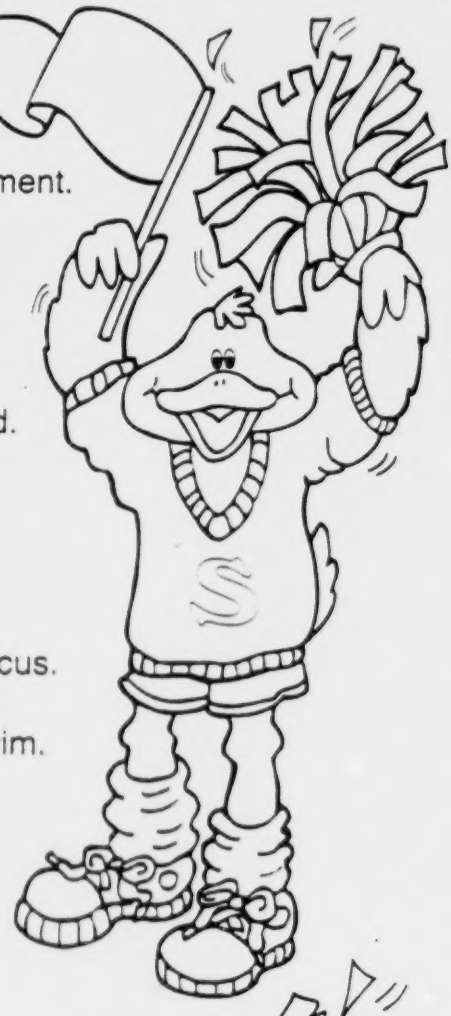


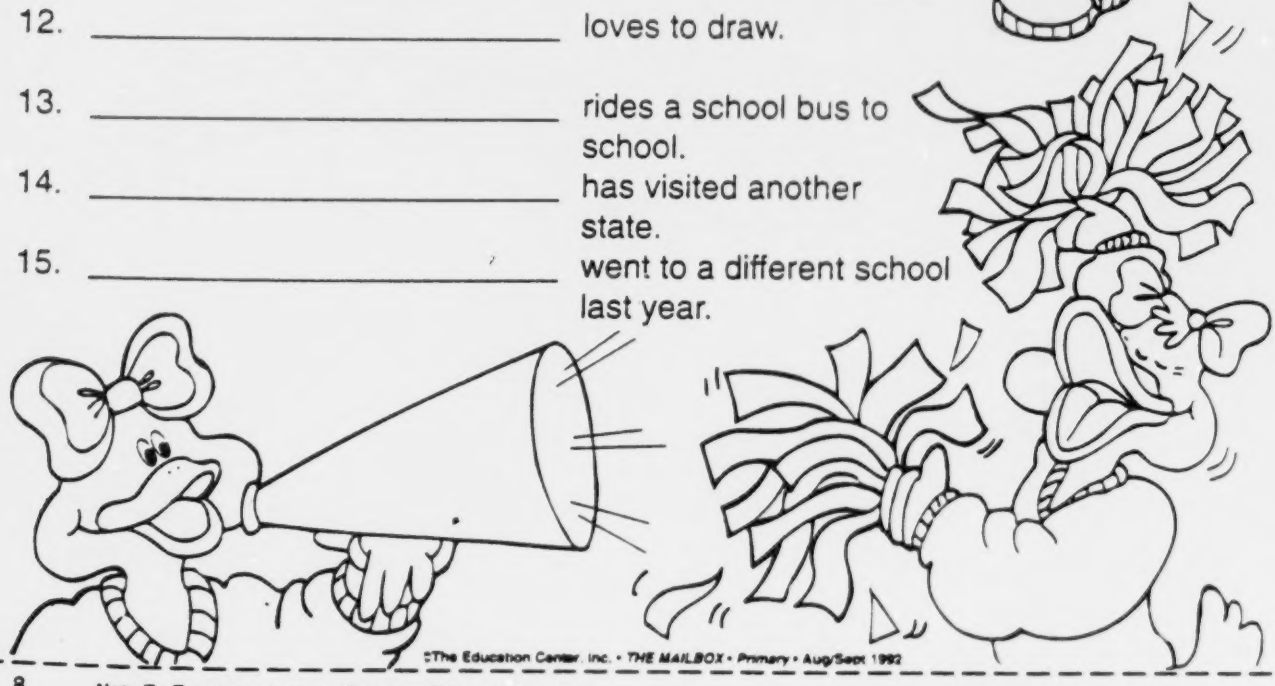


Name _____

Did You Know?

1. _____ has a cat.
2. _____ lives in an apartment.
3. _____ has a brother.
4. _____ loves ice cream.
5. _____ has a library card.
6. _____ can ride a bike.
7. _____ has a dog.
8. _____ has been to a circus.
9. _____ knows how to swim.
10. _____ has a sister.
11. _____ can roller-skate.
12. _____ loves to draw.
13. _____ rides a school bus to school.
14. _____ has visited another state.
15. _____ went to a different school last year.





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Note To Teacher: Use with "Breaking The Ice" on page 5.

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Terrific Me!

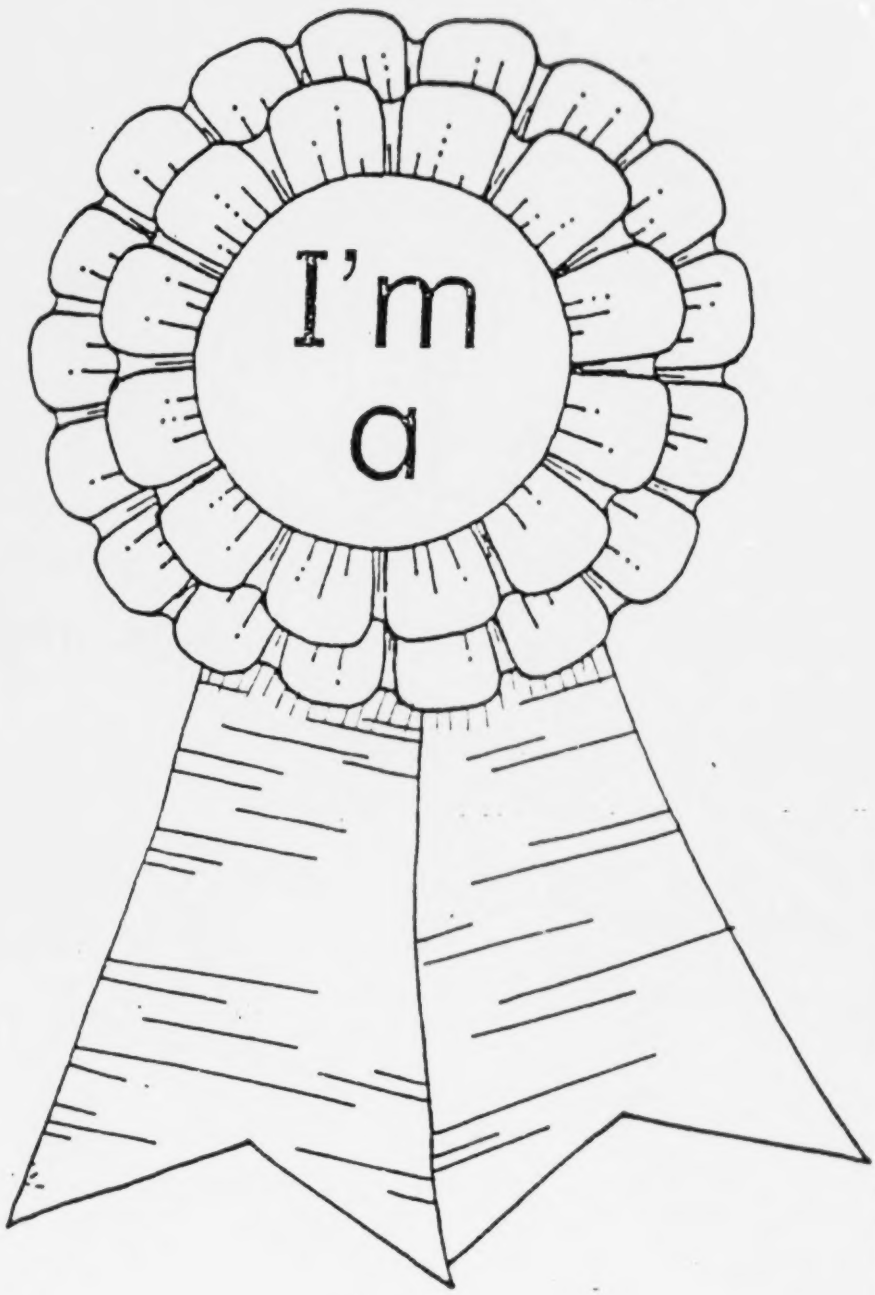
Terrific Words

WONDERFUL

GREAT

SMART

PERFECT



Me Words

DAUGHTER

STUDENT

ARTIST

READER

SON

FIRST NAME BINGO

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COIN TOSS
Math Game

Objective:
Students will be introduced to probability and will make predictions. Findings will be recorded and discussed with the whole class.

Directions:
The teacher explains the directions to the whole class. Partners will be given two papers; one to record results, the other to record predictions. Partners will determine who will be responsible for recording results and predictions. Each paper will be labeled "Heads" on one side and "Tails" on the other. Partners will get one coin. Before they flip the coin, they must agree what they think the coin will land on, heads or tails. The prediction is then tallied and the coin is flipped. Whatever the coin lands on is then tallied on the results sheet.

Procedure:
As the students are flipping coins, predicting, and recording, the teacher observes and listens for meaningful discussions. For instance, are students predicting that the next toss will be "tails" if it landed on "heads" three times in a row? The teacher facilitates and listens to which students have basic knowledge of probability.

Closure:
After about ten minutes, students will regroup as a whole class. The teacher collects the results and prediction sheets. On large butcher paper, she records the results of the whole class. The teacher will ask questions based on the results. For instance, the amount of tallies will be about the same in number for "heads" and "tails". Students will determine why this occurred.

1-2-3 Grab!

Name_____

Work with a partner. Make each number with your counters. Then count 1-2-3, and each of you grab one counter. Keep going until they are all gone. If you finish with the same number, circle EVEN. If there is one counter left over, circle ODD.

5	even	odd
4	even	odd
9	even	odd
7	even	odd
2	even	odd
3	even	odd
8	even	odd
1	even	odd
6	even	odd
10	even	odd

Circle the EVEN numbers you marked above. What do you see? Use the pattern to circle the rest of the EVEN numbers.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

The Ten Game

A partner math game

The ten game can actually be played with any number, and is used to practice basic math facts and demonstrate families of related facts. It is frequently played with beans, one side of which has been spray painted, but any 2-sided manipulatives, including coins, may be used.

Materials: 2-sided manipulatives and a textbook or other blind, a cup, pencil and paper for each group.

Play:

- Students shake the counters in the cup and spill them out, recording how many of each color are showing until all possible combinations have been made. This adds a component of probability to the lesson.
- Students should write each combination as an equation the first time it occurs, then tally mark for each time it recurs. They will shortly see that "4 (red) + 6 (white)= 10" will occur much more frequently than will"10 (red) + 0 (white) = 10".
- NOTE: be sure that students always write the same color first to ensure that 4 (red) +6 (white) is represented separately from 4 (white) + 6 (red) and all possible equations are made.
- Students should continue play until all possible combinations have been made, and discuss the probability factor with their partner. Why is it so much more common to get 5+5 than 10+0?
- Students should list their equations in ascending order of the first addend to make a final list of equations. (0+10, 1+9, 2+8 etc.)

Example: Bill and Ben are partners. They have 10 red and white two-sided counters, a cup, and a pencil and paper. They shake the cup and spill the beans. They see 4 red beans and 6 white ones. They record 4+6=10 on their sheet and continue. They next get 5 red beans and 5 white, and record 5+5=10. On the next throw, the get 4+6 again, but rather than rewriting the equation, they should tally each time an equation repeats, and will find that they have many occurrences of 4+6=10 and 6+4=10, but almost none of 0+10=10.

Appendix G

Social Skills Observation Sheet

Child: Date: Site:

Amt. of Time Observed:

Other children in group:

Skill	Has	Needs	Comments
Looks at speaker			
Talks clearly			
Includes others			
Uses names			
Performs assigned role			
Stays with group			
Uses appropriate voice level			
Takes turns talking			
Listens to others			
Shares materials			
Shares ideas			
Offers help			
Asks for help			
Aware of other's feelings			
Can compromise			

Miscellaneous Skills: Circle those that apply

Friendly	Works Cooperatively	Assertive	Physically Aggressive
Vocalizes	Disturbs Others	Gross Motor (tapping pencil, etc.)	

Overall Mood/Affect: Circle those that apply

Calm	Warm	Happy	Confident	Expressive	Tense	Hostile
Sad	Insecure	Belligerent	Flat (no expression/emotion)			

Appendix H
Cooperative Group and Classroom Rules

BE COOL
FOLLOW THE RULES

Encourage One Another

Help One Another

Listen To Each Other

Stay With Your Group

Use Six Inch Voices

Role Cards

WORRIER

"Let's review our task."

ENCOURAGER

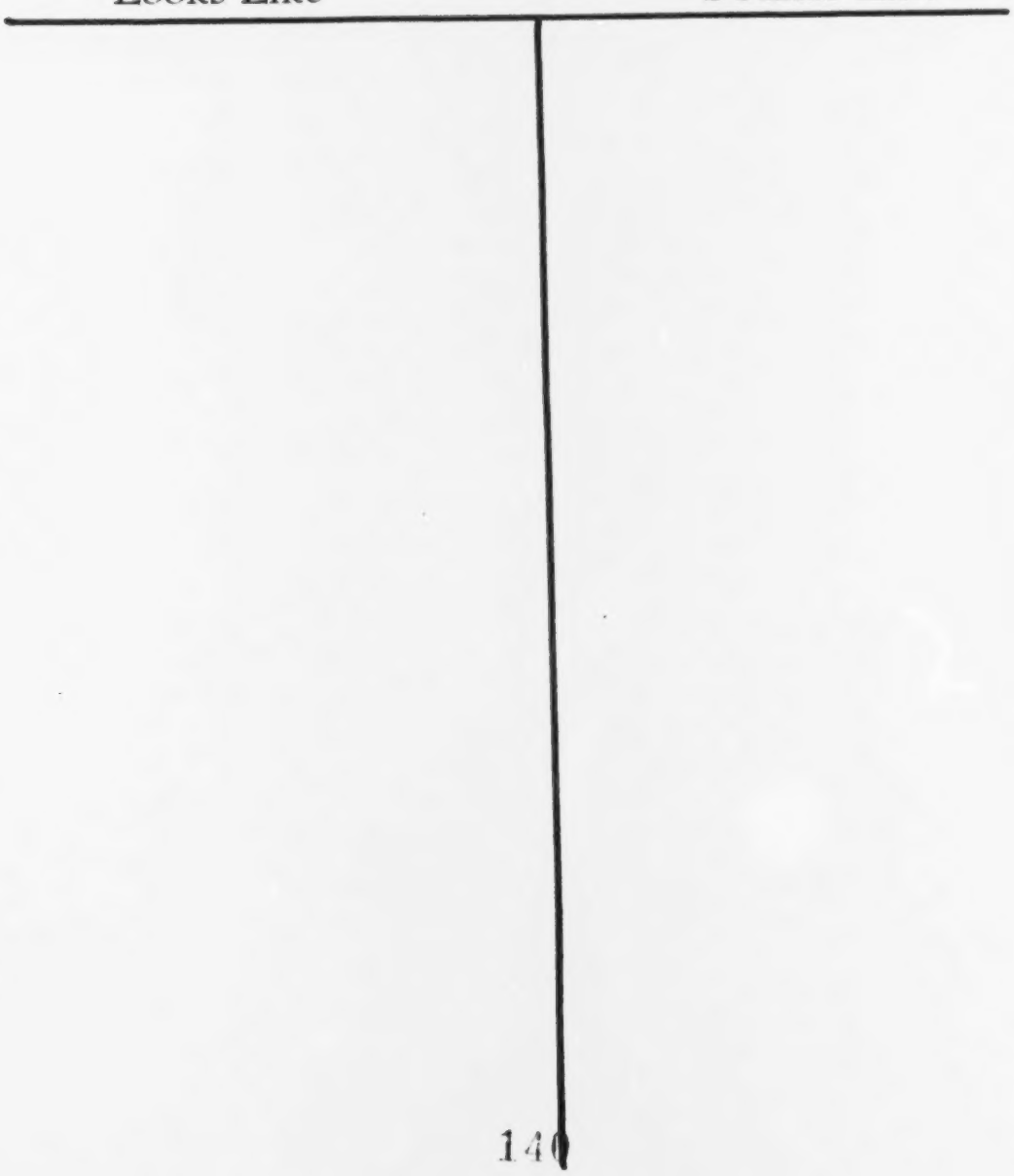
"What do you think?"
"Tell me more."
"What's your idea?"
"Would you help, please?"

CHECKER

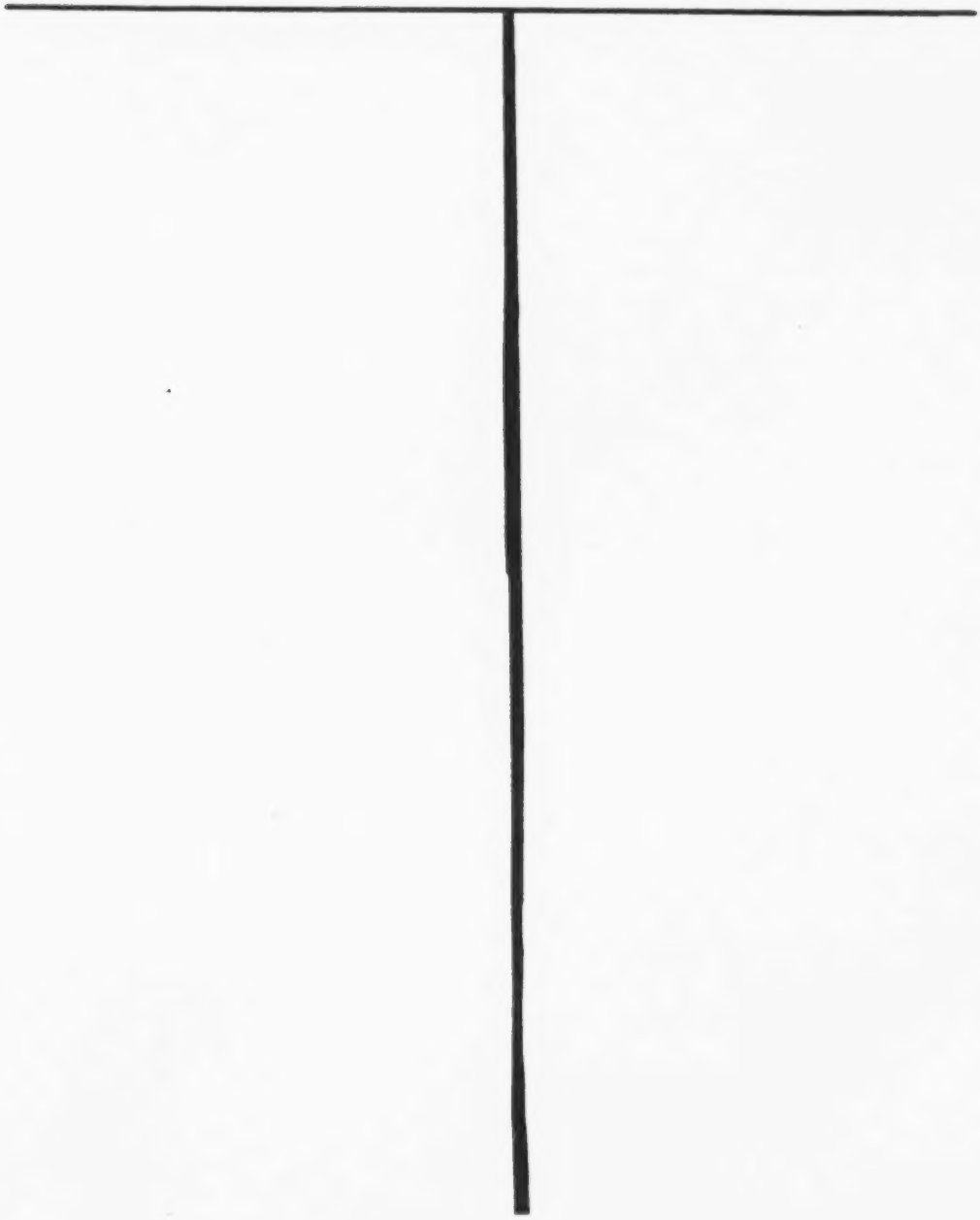
"Explain..."
"Summarize..."
"What are our agreements?"
"Give an example of..."
"How did you get that answer?"
"Let's review..."

Appendix I
T-Charts

Good Listening



ENCOURAGEMENT



Looks Like	Sounds Like	Feels Like

Appendix J
Social Skills Lesson Plan

I. Introduce the skill
- explain importance
- students find relevance

II. Teach/Model the skill
- teacher models using role-play, puppets, literature
- teacher models appropriate way of using the social skill in addition to a negative example

III. Students practice the skill
- respond to literature
- role play
- work with puppets

IV. Practice in academic group setting
- teacher observes and records appropriate use of skills

V. Reflection
- self-evaluation

Appendix K
Build Lessons

This lesson can be used with any kind of vocabulary worksheet.

Build in higher order thinking: Decision making

The student who is speaking must decide which word will best complete the blank space on their vocabulary sheets. The students who are listening must decide if the speaker has chosen the correct word. Students show their approval by giving a thumbs up. If they give a thumbs down they need to explain why the other choice is better.

Unite teams: Assigned roles/ Jigsaw

The students have the role of speaker and listener, but the roles rotate around the group. As children become good listeners you may introduce the role of helper. This person helps when others get stuck reading.

Insure individual learning: Individual worksheet

Students tell why they think their answer is correct, but the other students do not need to agree. You write down the answer you think is best.

Look over and discuss: Share strategies

When everyone is done, the teacher collects and grades. To end the lesson students are asked to share strategies they used in deciding on words, or on decoding words.

Develop social skills: Active listening, encouraging, disagree with the idea not the person

Students may complete a reflection on the use of social skills during the lesson, or a wrap around can be used.

Understanding Addition

This lesson can be modified for use with other operations, including subtraction, multiplication and division. It has students show the operation and number sentence in numeric form, as well as showing it as a quantity.

Build in higher order thinking: Graphic organizer

Place a + sign in the middle of a concept web. Ask students to tell all that they know about the plus sign. Tell students that they are going to use the plus sign to create number sentences together.

Unite teams: Group reward, shared materials

In order to complete the assignment, each group member has one piece of material needed. The "Dice Roller" has dice, the "Train Maker" has the manipulatives, the "Writer" has the paper and marker, and the "Worrier" has the social skills sheet for evaluating group members.

The teacher also awarded points to the groups whose members did their assigned jobs, used quiet voices, and stayed on-task.

Insure individual learning: Assign roles

The "Dice Roller" rolls a six sided dice to come up with the two addends. "Train Maker" uses unifix cubes or another manipulative to show the quantity rolled on the dice. "Writer" writes a number sentence using the numbers rolled and the plus and equal sign. "Worrier" reminds the group members to stay on task and use their social skills. When the lesson is complete the "Worrier" will also fill in a chart showing how well each member used the targeted social skills.

Look over and discuss: Teacher checklist, sharing number sentences, review of worrier page.

While the students perform the activity the teacher circulates and aids students who are stuck or not completing the assignment correctly. The teacher may choose to complete an observation sheet regarding social skills, or a checklist indicating how well the student understands the concept of addition.

At the end of the lesson, allow the "Writer" to share the number sentences created by the group. The "Train Maker" and "Dice Roller" can show, with the manipulatives, the meaning of the addition sign. The "Worrier" should complete the chart.

Collect the "Worrier" charts, and during an individual work time, such as silent reading, meet with the members of each group. The worrier should talk directly to the members and explain why they rated each person as they did.

Develop social skills: Good listening, encouraging, six-inch voices.

The teacher acts as facilitator when meeting with the group members to review the worrier's chart. The teacher should direct the worrier to speak directly to each group member. For example, the worrier might say, "I gave you a happy face for good listening because you were always looking at the speaker. I gave you a frowning face for encouragement because you never said anything nice about the jobs. I gave you a happy face for six-inch voice because you talked really quiet and waited your turn." After the worrier has reviewed the rating for each group member have the members set an individual and group goal for future group activities.

Here is how B.U.I.L.D. can be used with the whole class as part of a thematic unit.

Build in higher order thinking: Decision making, using a graphic organizer, application

To begin a unit on apples, ask the class to tell what they know about apples. As students brainstorm ideas, write them on a K-W-L chart. Do the same with questions students may have about apples. Have students choose one or two ideas from the chart and complete their own K-W-L chart.

After the chart is completed bring in different kinds of apples and things made from apples such as apple butter, dried apples, apple chips and apple rice cakes. Have students look at the nutrition and ingredient labels on the back of the packages. Also, make either caramel apples or caramel dipping sauce for apples.

As a homework assignment, students can be asked to look for the variety of apples available in their grocery store, and for other items made from apples. This can be shared with the class.

Unite teams: Group project

The students can create a class book about apple personalities. Give students a black line master of an apple shape. Have students create an apple character, giving the apple personality. Give the apple character a name and write a story about him or her. Put all of the stories into a class book.

Students were asked to sequence the steps used to make Baked Caramel Apples.

Insure individual learning: Individual worksheet

Students complete the K-W-L chart on their own. When all of the activities are completed students will also need to fill in the "I learned" section on their own. Also, the apple story is completed by students individually.

Look over and discuss: Completing the K-W-L chart, transferre of knowledge.

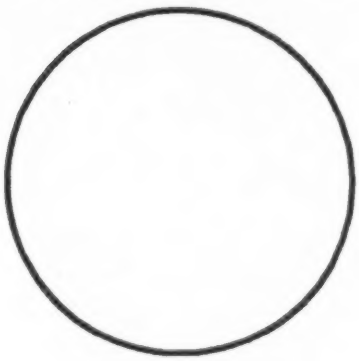
When all of the activities are completed, students reflect on their learning and complete the "I learned" section of the K-W-L chart. Transferre can be encouraged by asking students to share other apple recipes.

Develop social skills: Accept others ideas, piggyback off of others ideas

During the creation of the K-W-L chart students were encouraged to list any and all ideas. If a classmates idea made them think of something similar, they were encouraged to share that as well.

I can use this...

This makes me feel...



I wonder...

Name_____ Date _____

Another time I can use a quiet voice...

Using a quiet voice makes me feel...

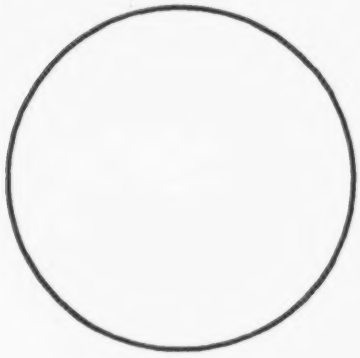
because...

A question I have about using a quiet voice is...

Name_____ Date _____

Another time I can use good listening is...

Good listening makes me feel...



because...

A question I have about being a good listener is...

Name_____ Date _____

Another way I can use problem solving is...

Solving problems makes me feel...

because...

A question I have about problem solving is...

Name_____ Date _____

Another time I can use a persons name...

Calling people by name makes me feel...

because...

A question I have about calling people by name is...

Sample Responses Problem - Someone is making fun of you...

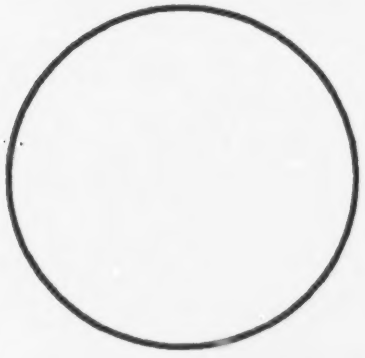
144

Name First Grade Date _____

I can use problem solving to...

At lunch
If you fall of your
bike & someone laughs at you
when you rollerblade & your
just learning
when you [illegible] & someone

Problem solving makes me feel...



[illegible] - never done - help
pout- I did [illegible]
[illegible]
happy- [illegible] and no
mistake

A question I have about problem solving is...

Why are we supposed to
solve the problem?

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PMI

Thinking Skill: Evaluating

P+	
M–	
I?	

MAIL-GRAM

To: _____

From: _____

Message: I learned... _____

_____

_____

_____

Signed _____

MAIL-GRAM

To: _____

From: _____

Message: I learned... _____

_____

_____

_____

Signed _____

MAIL-GRAM

To: _____

From: _____

Message: I learned... _____

_____

_____

_____

Signed _____

Appendix M
The Lion and the Mouse
Lesson Plan

SOCIAL SKILL LESSON
ENCOURAGEMENT
Integration of Literature - "The Lion and the Mouse"

Teach the Social Skill:
The students are introduced to a new social skill, encouragement. The teacher gives examples of encouraging phrases and/or body language used by students in the previous cooperative learning activity. Students then determine what the word "Encouraging" means.
Once the students and teacher comes up with the definition, a T-chart will be made. Students will brainstorm what 'encouraging' *looks like* and *sounds like*.

Model and Practice the Social Skill:
The teacher will first model a situation in which encouraging words can be used. Then, students will brainstorm problematic situations in which encouraging can be used. After the discussion of the social skill, students will volunteer to role play. They will role play the scenarios that were brainstormed.

Reinforce the Social Skill:
The teacher reads an adapted version of the fable, "The Lion and the Mouse." After the read aloud, students will reread the fable in their cooperative task groups. Each student in the group will read aloud a section. When the groups have completed reading, they will create a T-chart of what encouraging things the mouse 'Did' and what the mouse 'Said'. (looks like/sounds like). Recorder writes the responses. When the task is completed, all base groups come together as a whole group and the reporter from each group shares the groups' responses from the T-chart.

Reflect on the Social Skill:
Students will write a PMI from the story, "The Lion and the Mouse." For the "I" part in the graphic organizer, the students will write a different "interesting" ending to the story.

PROBLEM SOLVING QUESTIONS

To solve a problem, ask:

1. What happened?

2. How do you feel?

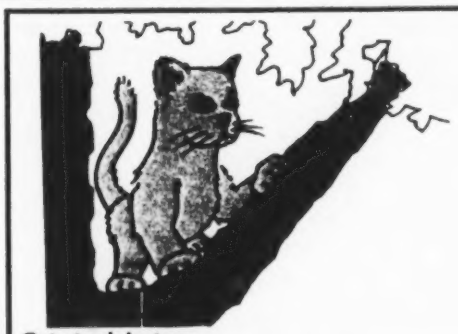
3. How does the **other person** feel?

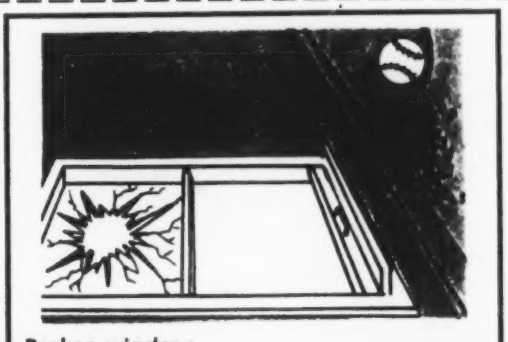
4. **What else** could you do to solve this problem?
(think of as many ways as you can)

5. Which **idea** is a **good idea**?

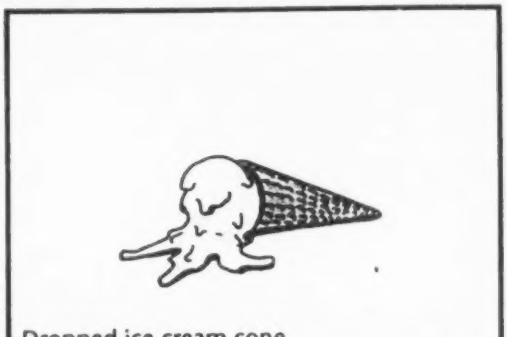
6. Are you going to try that idea **now** or **later**?

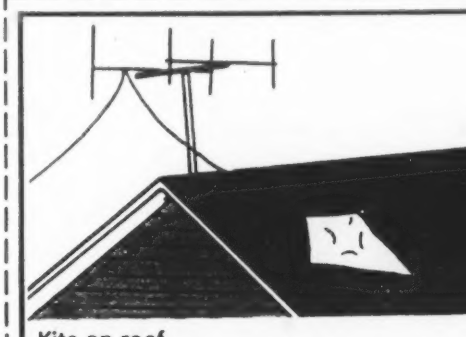
Problem solving can be fun!

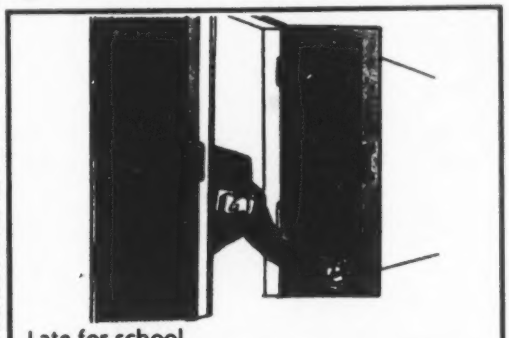

Cat stuck in tree

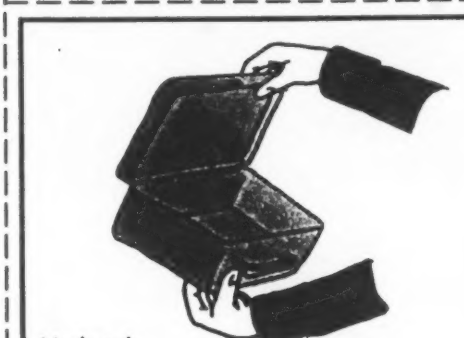

Broken window

Flat tire


Dropped ice cream cone


Kite on roof


Late for school


No lunch

Mud on clothes

Win-Win Skit Cards

2 When Tom tells a friend that his dog died, he starts to cry. His friend laughs.	3 Edna sits beside two friends eating lunch at school. She tries to talk to them. They ignore her.	3 It's Sam's birthday party. He wants to play a game and two of his friends want to play something else.
2 Martin is playing. His little brother tries to play with him. Martin gets angry.	2 Mia and her friend are working on a report. Mia hasn't done her part so the project might be late.	2 Lee isn't invited to a classmate's party. His best friend is. Lee is jealous and gets mad at his best friend.
2 Pat saw a friend steal their teacher's wallet. Pat tries to talk to her friend.	3 Jan and Mark are best friends. A new student tries to make friends with Mark. Jan gets upset.	3 Carlos's two friends are swinging and not letting others swing. Carlos tries to talk with his friends.
2 Mary saved up for a year to buy her kite. Mary lets her best friend fly the kite. Her friend crashes it.	2 Two students see a pencil and try to pick it up at the same time. They get mad at each other.	3 Sumi's best friend makes fun of a new student. Sumi wants to be friendly toward the new girl.
2 Brad's best friend said he'd come over. He didn't. Brad feels hurt and tries to talk with his friend.	3 When Karen plays with another student, her best friend looks mad. Karen tries to talk with her friend.	3 Mario wants to be alone. Two friends try to talk him into riding skateboards with them.

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Teacher: (Numerals indicate the number of actors needed for each skit.) Use these cards with the "Win-Win Skits" idea.

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Appendix O
Bibliography
Books about Feelings

ABC Book of Feelings (1991) Marlys Moddy; Concordia Publishing House

Alexander and the Terrible, Horrible, No Good, Very Bad, Day (1972) Judith Viorst, Ray Cruz (Illustrator); Atheeum, New York

Communication (1993) Aliki; Greenwillow, Wisconsin

Feelings, (1986) Aliki; Greenwillow, Wisconsin

Fun is a Feeling (1998) Chara M. Curtis, Cynthia Aldrich (Illustrator); Illumination Arts

Glad Monster, Sad Monster (1997) Anne Miranda, Ed Emberley (Illustrator); Little, Brown & Co., New York

I Feel Orange Today (1993) Patricia Godwin, Kitty ManAulay (Illustrator); Annick Press

Inside Me, Sometimes (1998) Gail Heath; Ozark Publishing

The Little Old Lady Who was not Afraid of Anything (1986) Linda Williams, Megan Lloyd (Illustrator); Ty Cromwell Company

Quick as a Cricket (1990) Audrey Wood, Don Wood (Illustrator), Childs Play International, New York

Sometimes I Feel Like a Mouse (1996) Jeanne Modiste, Robin Spowart (Illustrator); Scholastic

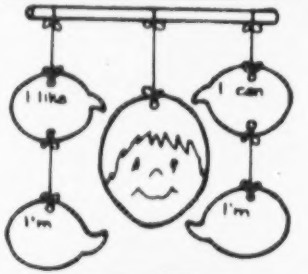
Today I Feel Silly & Other Moods that Make My Day (1998) Jamie Lee Curtis, Laura Cornell (Illustrator); Harpercollins Juvenile Books

Way I Feel...Sometimes (1988) Beatrice Schenk de Regniers, Susan Meddaugh (Illustrator); Houghton Mifflin Company

The Wonders of Me from A to Z (1997) Niki Walker, Bobbie D. Kalman (Illustrator) Crabtree Publishing, New York

Name _____ Making a mobile

Use this blackline master three ways: 1. As a get-to-know-you activity when new cooperative groups are formed, 2. As a reflection after social skills role plays or ICPS problem solving, 3. As a character analysis of a literature character in a problem-solving or social skills practice setting.



I like

I can

I'm

I'm

162

163

Appendix P
Expressions Mobile

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FS-2443 Literature/A Character Study

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Name _____ Skill: Using literature

153

I Have Feelings, Too!

Have you read *The Way I Feel...Sometimes* by Beatrice Schenk de Regniers? The book describes feelings. We all have our own ways of showing how we feel.

Make a mini-book about your feelings. Read, draw, cut, and staple.

My Feelings

Name _____

1

Sometimes I am excited.

2

At times I feel lonely.

3

Sometimes I get angry and I don't want to cooperate.

4

Sometimes I am afraid.

5

I also have happy days when I feel great.

OBSERVER'S CHECKLIST

	Group A	Group B	Group C	Group D
Desired Social Skill 1				
2				
3				
4				

Date: _____ Observer: _____

Team Name				
	Names	GOOD LISTENING	ENCOURA-GING	6" VOICES
1				
2				
3				
4				

BLACKLINE MASTER
Blueprints for Thinking in the Cooperative Classroom